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ABSTRACT

The purpose of the project was to hasten the implementation of career education concepts by identifying from available bibliographies those instructional materials which have been in use and have shown promise of instructional effectiveness. Of prime interest were previously developed materials which had been judged by research as effective, and which covered a range of grade levels, interest areas, professions, and occupations. After establishing a universe of available, noncopyrighted and noncommercial materials, identified materials were screened for user needs and qualitative characteristics. Assessment was made on such factors as the adequacy, consistency, and versatility of the materials, and on their freedom from bias. A 96-page bibliography lists alphabetically by State approximately 750 units including all those assessed by the project and a majority of those which were screened. Each entry is classified by the criteria applied by the project. Appendixes include instructions for assessors and the assessment document. (Author/SC)

ED 090441

INSTRUCTIONAL MATERIALS
FOR
CAREER EDUCATION

A SEARCH AND ASSESSMENT
FOR
THE OFFICE OF EDUCATION

PROJECT NUMBER V357016

CONTRACT NUMBER OEC-0-73-6370

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CE 001 608

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1025 CONNECTICUT AVE., N. W.
WASHINGTON, D. C. 20036

February 28, 1974

Dr. Sidney High
Chief, Demonstration Branch
Division of Vocational Education
Research
U.S. Office of Education
7th and D Streets, S.W.
Washington, D.C. 20202

Project No.: V357016
Contract No.: OEC-0-73-6370

Dear Dr. High:

PMM&Co. is pleased to submit this report on the project to locate, assess and document instructional materials for career education. The report describes the objectives, scope, methodology, problems, results and recommendations of the project.

We wish to thank Ms. Rhett, Ms. Cook and you for your continued assistance without which this project could not have been completed.

Very truly yours,

Peat, Marwick, Mitchell & Co.
PEAT, MARWICK, MITCHELL & CO.

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CHAPTER I

PROJECT OBJECTIVES

The Vocational Education Amendments of 1968 initiated efforts to restructure the nation's educational system around a career education theme. According to Dr. Sidney P. Marland, Jr., former Assistant Secretary of HEW for Education, career education seeks to remove the distinction between academic and occupational learning in order to serve all learners at all levels of instruction in their quest for productive careers and rewarding lives. Federal funds authorized by the Amendments and funds from a number of state and local school districts have supported, over the last four years, demonstration projects and the development and field testing of curriculum for career education. The projects have involved pilot programs, in-service education of faculty and staff, and preparation of instructional materials within the career education concept.

In addition, USOE sponsored under the auspices of the Comprehensive Career Education Model I (CCEM-I), two national efforts for the search and assessment of career education materials. The first project, conducted in 1971, was directed at acquiring and assessing non-commercially produced career education materials from such sources as university departments of education, state departments of education, school districts, specially funded curriculum development projects, associations, etc. The second project, conducted in 1972, was a nationwide survey and assessment of commercially prepared career education materials. This project was conducted by PMM&Co.

As a result of these efforts, local education agencies are now requesting curriculum suggestions, instructional material sources, and funding for career education. In response USOE developed plans to hasten the transition from largely developmental efforts to broader implementation of career education throughout the nation's schools. Part of this effort includes making curriculum and instructional materials developed with public funds available to interested local school districts. PMM&Co. was engaged to select 30 units of non copyrighted materials which would then be edited and reproduced by the State Vocational Technical Education Curriculum Laboratories and subsequently distributed to interested school districts by the State Research Coordinating Units (RCUs).

CHAPTER II

PROJECT SCOPE

The scope of the project was defined in terms of four major tasks that were to be accomplished in the selection and dissemination of materials.

1. To develop, subject to USOE approval, criteria for identifying a range of usable career education materials for distribution to interested local districts. The criteria were to ensure that the materials would meet the following standards:

   - objective, methodologically sound, and of high quality,
   - free of bias, such as sex-role stereotyping, racial discrimination and occupational denigration,
   - easily producible, transportable, and usable by teachers with minimal in-service preparation,
   - provide a basis for potential consumers to know the relative quality and effectiveness of the materials as well as their applicability to local requirements and/or selective student populations, and
   - have demonstrated an evidence of effectiveness in their previous use.

2. To establish a universe of currently available non-copyrighted, printed instructional material under bibliographic control from which 30 units meeting the approved criteria could be drawn. The universe was to include materials for grades K-14, with priority given to K-12 and special attention given to the following factors:

   - broad range of subject and interest areas,
   - broad scope of occupational and professional fields,
   - areas such as hands-on exploratory courses, guidance, placement, in-service training, work

experience and community involvement,

- special target populations such as the culturally disadvantaged, handicapped, and non-English speaking students,
- multi-use materials directed to the development of cognitive, affective, and psycho-motor skills, and
- a higher priority on instructional units for teacher use rather than student use.

3. To identify 30 instructional units which met the selection criteria and could be approved by USOE as represented by the Bureau of Occupational and Adult Education (BOAE) and the Dissemination Review Panel (DRP). This task included the following processes:

   - identification and assessment of units meeting the approved criteria,
   - written summaries and critiques of the units and their evaluation documents,
   - presentation to the BOAE for submission to the DRP, and
   - oral and/or written defense of units before the DRP.

4. To provide prototype copies of approved materials to the seven State Technical Education Curriculum Laboratories for their editing and reproduction. Upon DRP approval of the units, the following actions take place:

   - distribution to the seven State Vocational Technical Education Curriculum Laboratories,
   - edit and reproduction by the Curriculum Laboratories, and
   - distribution by the Curriculum Laboratories to the State Research Coordinating Units for ultimate dissemination to the local school districts.

USOE assumed responsibility for the distribution required by task 4. As a substitute for task 4, and as a result of problems encountered by the DRP's delay in reviewing submissions and the scarcity of high quality units documented by acceptable research, PMM&Co. submitted all positively assessed units not documented by research for USOE's information and future use. This substitution substantially increased the number of units submitted.

CHAPTER III

PROJECT METHODS

In order to achieve the objectives within the time allotted by the contract, the project was divided into four major activities which are illustrated in a time schedule on the Program Summary PERT Network on the next page. The following is a brief summary of the tasks involved in these four major activities. The activities will be spelled out in greater detail in subsequent chapters of this report.

Activity 1: Securing Materials

- Identified potential sources of materials from bibliographies supplied by USOE and sources known to members of the assessment team from their professional experience and from previous assessments.

- Finalized the universe of materials through a composite bibliography developed from the above sources.

- Gained access to materials through planning on-site assessment sessions at large career education materials collections and selected materials to be assembled at the Washington Assessment Center for evaluation.

- Made extensive telephone calls to locate and obtain the career education materials and research reports to be assessed in the Washington Center.

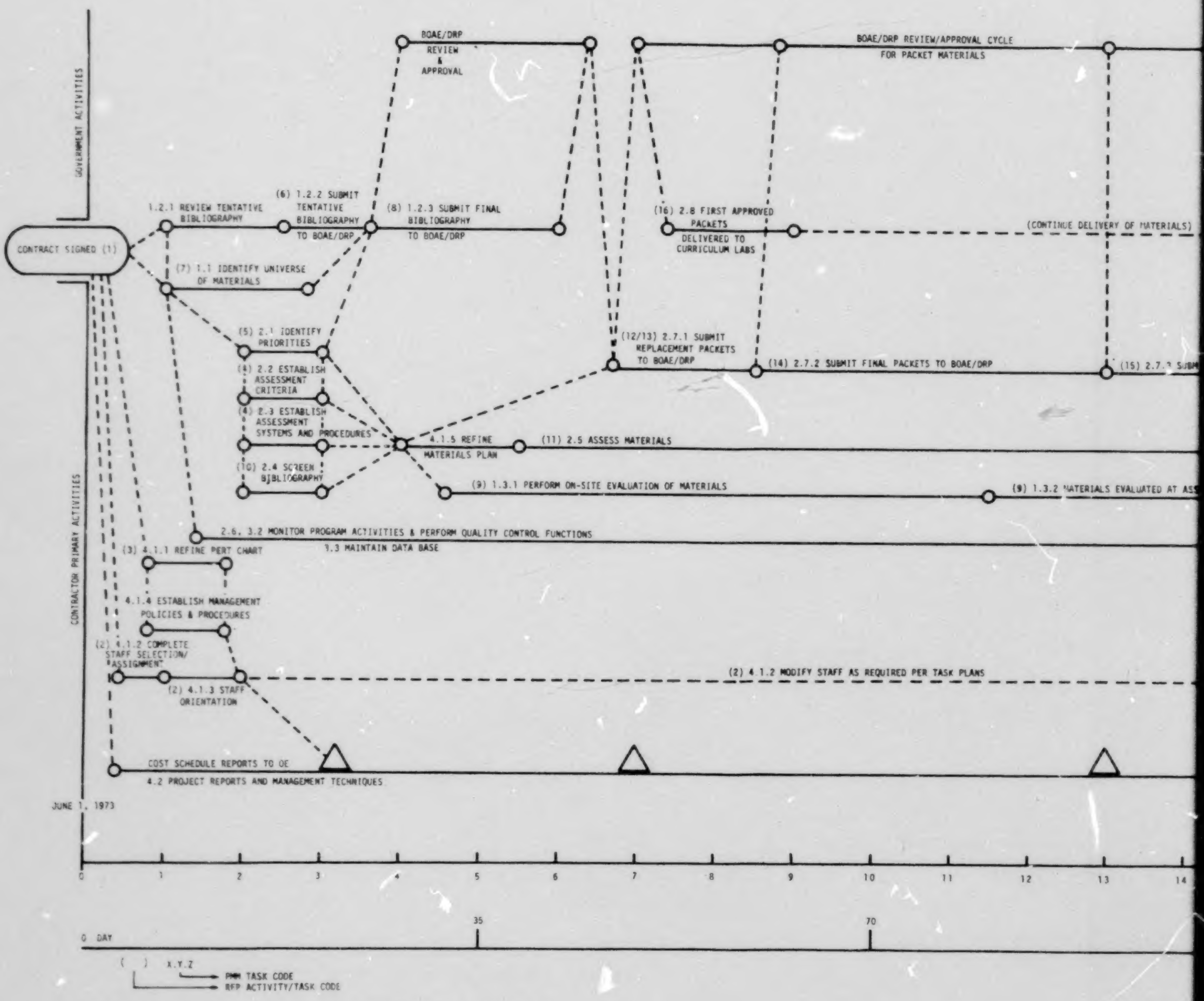
Activity 2: Processing Materials

- Identified priorities in the list of target areas suggested by the BOAE.

- Designed criteria which included items that classify materials, provide for determinations of comparative value with similar materials, and served as a basis for compiling quantitative information about the material, and devised an overall rating scale based on qualitative judgements.

- Developed standards to insure the selection of bias free materials. Initial steps in this activity involved interviews with representatives of various special interest groups including the AFL/CIO, American Indian Press Association, American Congress Indians, National Organization for the Advancement of Colored People and the

PROGRAM SUMMARY PERT


GOVERNMENT ACTIVITIES
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CONTRACT SIGNED (1)
BOAE/DRP REVIEW & APPROVAL
BOAE/DRP REVIEW/APPROVAL CYCLE FOR PACKET MATERIALS
1.2.1 REVIEW TENTATIVE BIBLIOGRAPHY
(6) 1.2.2 SUBMIT TENTATIVE BIBLIOGRAPHY TO BOAE/DRP
(8) 1.2.3 SUBMIT FINAL BIBLIOGRAPHY TO BOAE/DRP
(16) 2.8 FIRST APPROVED PACKETS DELIVERED TO CURRICULUM LABS
(CONTINUE DELIVERY OF MATERIALS)
(7) 1.1 IDENTIFY UNIVERSE OF MATERIALS
(5) 2.1 IDENTIFY PRIORITIES
(12/13) 2.7.1 SUBMIT REPLACEMENT PACKETS TO BOAE/DRP
(14) 2.7.2 SUBMIT FINAL PACKETS TO BOAE/DRP
(15) 2.7.3 SUBM
(4) 2.2 ESTABLISH ASSESSMENT CRITERIA
(4) 2.3 ESTABLISH ASSESSMENT SYSTEMS AND PROCEDURES
4.1.5 REFINE MATERIALS PLAN
(11) 2.5 ASSESS MATERIALS
(10) 2.4 SCREEN BIBLIOGRAPHY
(9) 1.3.1 PERFORM ON-SITE EVALUATION OF MATERIALS
(9) 1.3.2 MATERIALS EVALUATED AT AS
2.6, 3.2 MONITOR PROGRAM ACTIVITIES & PERFORM QUALITY CONTROL FUNCTIONS
3.3 MAINTAIN DATA BASE
(3) 4.1.1 REFINE PERT CHART
4.1.4 ESTABLISH MANAGEMENT POLICIES & PROCEDURES
(2) 4.1.2 COMPLETE STAFF SELECTION/ ASSIGNMENT
(2) 4.1.3 STAFF ORIENTATION
(2) 4.1.2 MODIFY STAFF AS REQUIRED PER TASK PLANS
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4.2 PROJECT REPORTS AND MANAGEMENT TECHNIQUES
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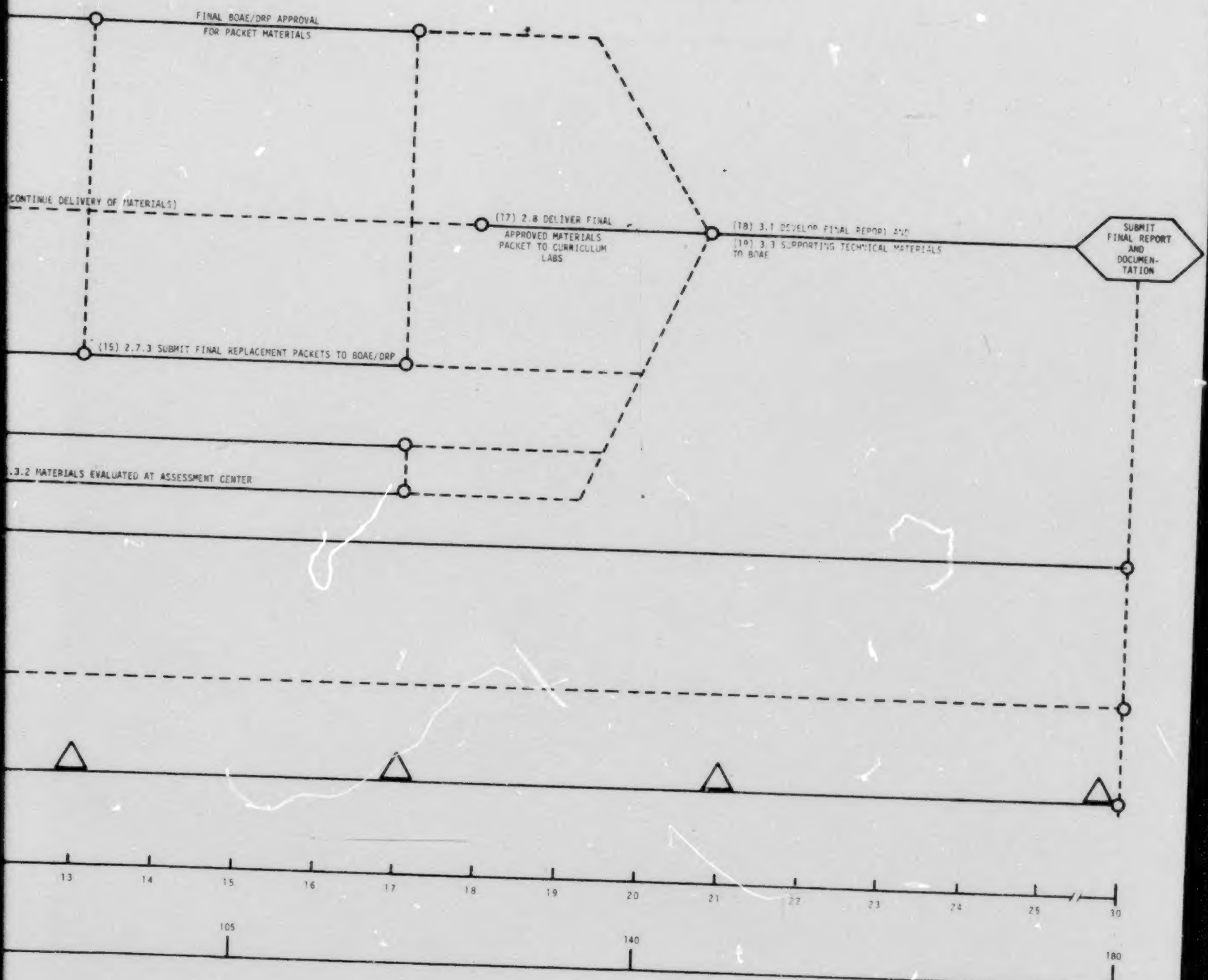
*PERT CHART DOES NOT REFLECT PROJECT DELAY CAUSED BY THE DRP REORGANIZATION

M SUMMARY PERT NETWORK*


FINAL BOAE/DRP APPROVAL FOR PACKET MATERIALS
CONTINUE DELIVERY OF MATERIALS)
(17) 2.8 DELIVER FINAL APPROVED MATERIALS PACKET TO CURRICULUM LABS
(18) 3.1 DEVELOP FINAL REPORT AND
(19) 3.3 SUPPORTING TECHNICAL MATERIALS TO BOAE
SUBMIT FINAL REPORT AND DOCUMENTATION
(15) 2.7.3 SUBMIT FINAL REPLACEMENT PACKETS TO BOAE/DRP
.3.2 MATERIALS EVALUATED AT ASSESSMENT CENTER
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REVISED JUNE 11, 1973

National Urban Coalition. In addition, guidance was sought from an individual aiding in establishing a Women's Studies Center at Stanford University.

- Established systems and procedures for assessment including quality control, training, and sending a member of the team in advance to make final arrangements for on-site assessments.
- Screened the bibliography using members of the assessment team who were able to both eliminate materials and identify others which either met or failed to meet the previously established criteria.
- Assessed materials at the Washington Assessment Center and on-site at large career education collections.
- Performed Quality Control.
- Submitted units of material accompanied by summaries and evaluations to the BOAE for the DRP.

Activity 3: Documenting Activities

- Prepared written and oral progress reports.
- Designed systems and procedures for Quality Control of work.
- Documented selection activities, processing activities, reporting activities, project management and the composite bibliography into a final report.

Activity 4: Project Management

- Established and maintained management systems including staff orientation, identification of materials coding requirements, identification of internal staff communications procedures, time schedules and specific assignments.
- Designed management reporting techniques including progress against plans displayed on the PERT chart and pertinent task/subtask milestone charts.

CHAPTER IV

PROJECT ORGANIZATION

At the beginning of the project, a twenty-nine member assessment team was assembled and an assessment center was established in the Washington office of PMM&Co. The team was headed by the PMM&Co. principal in charge who was responsible for representing PMM&Co. in contract matters with USOE and monitoring the conduct of the project including overall direction of the technical approach. Other PMM&Co. personnel at the Washington Assessment Center were responsible for the following functions:

1. Project control including the design and performance of overall management control and reporting activities.
2. Coordination of the Washington Assessment Center which involved the following activities:
    - compilation of the bibliography
    - securing materials to be assessed at the Center
    - arrangements for on site evaluations, and
    - development and monitoring the conduct of material processing activities in compliance with systems and procedures adopted.

Twenty-four education professionals made up the remainder of the team. Each of these professionals had prior experience directly related to the specific activities to which he or she was assigned, including evaluations of career education materials against client-approved criteria. In addition, because of their geographical distribution and broad ranges of training and background, the team collectively represented a wide cross section of knowledge and experience in career education and the supporting functions necessary for objective, high quality performance within the time and resources available.

The education professionals were headed by the evaluation director who was responsible to the project director for performing all activities related to the processing of materials. These activities included but were not limited to the following:

- establishment of evaluative criteria and indices
- on-site and Assessment Center evaluations
- quality control activities
- grade level review panels

- preparation of materials for submission to USOE, and
- presentation to the BOAE/DRP.

Two members of the team were responsible for performing qualtiy control functions of the evaluation process in accordance with procedures established for this project. The Quality Control Officers were directly responsible to the Evaluation Director.

Other members of the team were assigned to Grade Level Review Panels to review materials assessed as meeting the approved criteria. These panels prepared critiques of the units which were attached to the evaluation forms prepared by the assessors.

One member of the team, with extensive experience in the area of discrimination, reviewed all the units for bias in the categories of sexual, racial, ethnic, religious and job denigration. She then developed suggestions for altering the units to remove the bias or she exited the units on the grounds that the bias was so extensive that it could not be eliminated.

Two members of the team were reading specialist. They were responsible for analyzing the reading levels of the material in relationship to the grade levels for which the material was developed.

Two additional members of the team were specialists in educational research. They evaluated the research accompanying the material and wrote summaries for submission to BOAE/DRP.

CHAPTER V

FIELD SURVEY AND MATERIALS PROCUREMENT METHODS

The contract stated that the universe of materials to be surveyed and assessed was to be under bibliographic control. USOE provided PMM&Co. six bibliographies and contacted the State Research Coordinating Units and the State Vocational Technical Education Curriculum Laboratories to advise them of the project. They were requested to send any new materials either to BOAE or PMM&Co. A composite bibliography was compiled from the material in the following sources:

1. Abstracts of Instructional Materials for Career Education. Moore, Allen B. Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University. December 1972.

2. Career Education: An Annotated Bibliography for Teachers and Curriculum Developers. Dunn, James A. and others. Palo Alto, California: American Institutes for Research. January 1973.

3. Bibliography on Career Education. High, Sidney C. and Hall, Linda. Washington, D.C.: Division of Vocational and Technical Education, U.S. Office of Education. December 1972.

4. Abstracts of Instructional Materials in Vocational and Technical Education; Volume 5, Number 3. Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University. 1972.

5. Abstracts of Instructional Materials in Vocational and Technical Education; Volume 5, Number 4.

6. Enrichment of Teacher and Counselor Competencies in Career Education, K-6: An Annotated Bibliography. Charleston, Illinois: Center for Educational Studies, School of Education, Eastern Illinois University. October 1972.

7. ERIC Indexes, January-May 1973.

8. Instructional materials (not bibliographies) forwarded by BOAE and those received by PMM&Co. in response to telephone contact.

9. Bibliography compiled and screened by Palo Alto Educational Systems, Inc. (PAES) during its project to identify, complete, catalogue, analyze and assess past and present career education efforts to support CCEM I objectives.

10. Miscellaneous bibliographies and materials recommended by project team members and various outside sources.

A total of approximately 1,700 items were screened for the Tenative Draft Bibliography. In order to be included in the bibliography, the materials had to be in the public domain (not copyrighted), be either standard academic content oriented toward career education, or materials dealing with special areas such as minorities, handicapped or disadvantaged and be one or more of the following:

- printed materials
- instructional guide/manual
- teaching guide/manual
- curriculum guide
- program planning guide

The Draft Bibliography was submitted to USOE for approval. After approval it was distributed to selected RCUs, the seven State Vocational Technical Education Curriculum Laboratories, selected universities with career education resource centers and the members of the assessment team. Each recipient was requested to add information regarding materials that they had access to but had not been listed previously.

PMM&Co. directly contacted all of the RCU Project Directors in early September and again in mid-October to see if any additional material had become available since the beginning of the project in June. Additional individuals in selected State Departments of Education were also contacted, sent copies of the Tenative Bibliography and were asked to make additions of appropriate materials.

Members of the assessment team screened the bibliography by reviewing it against criteria and priorities developed in the assessment document. Any materials which did not meet priority classifications for the project were eliminated. They also screened listings which in their judgement would not meet the evaluation criteria.

The administrative staff at the Washington Assessment Center began preparations for the on-site assessments at the CCEM at Ohio State University in July and at the Arizona State Department of Education in October, which both have large collections of career education materials. The listing of materials not available at either of these sites was reviewed by members of the assessment team. Units were identified on a priority basis which were requested directly from the sources by the administrative staff. The administrative staff also utilized the ERIC system at the Educational Center in Washington, D.C. and at USOE, with minimal success. The units were received in the Washington Assessment Center and three large assessment sessions were held in the Center. In addition, small groups of assessors regularly came to the Washington Center and assessed newly arrived units. The assessments continued until early December.

CHAPTER VI

MATERIALS ASSESSMENT METHODS

In the beginning of the project, a group of assessors who had served on previous career education materials assessment teams met to design a document and establish an assessment process which would meet the needs of this particular engagement. Their goal was to design an assessment document which would provide an evaluation of the units of material so that ultimately teachers in local school districts could read summaries taken from these evaluations and ascertain if the material would be useful for their particular course. The document was designed to:

- classify material
- reference evidence of effectiveness
- indicate an absence of bias
- indicate a sampling of the range of material in priority areas
- indicate support components required and offered by the unit
- indicate curriculum design and development characteristics, and
- diagnose weaknesses and make recommendations for improvement.

The schematic on the following page illustrates the entire assessment process.

When a unit initially entered the sytem a Document Control Sheet, designed by the Washington Assessment Center, was filled out giving information on the completeness of the unit, correct bibliographic listings and assigning it an assessment number. It was then screened and assigned to an assessor with experience in the particular area covered by the material.

Six exit points were established and a weighted scoring system was devised. If a unit could not pass the exit points the assessment process stopped and the unit was removed from the system. The exit points are as follows:

- Exit 1 - Copyrighted material not in the public domain.
- Exit 2 - Requires use with material such as audio visual aids which are not commercially available.

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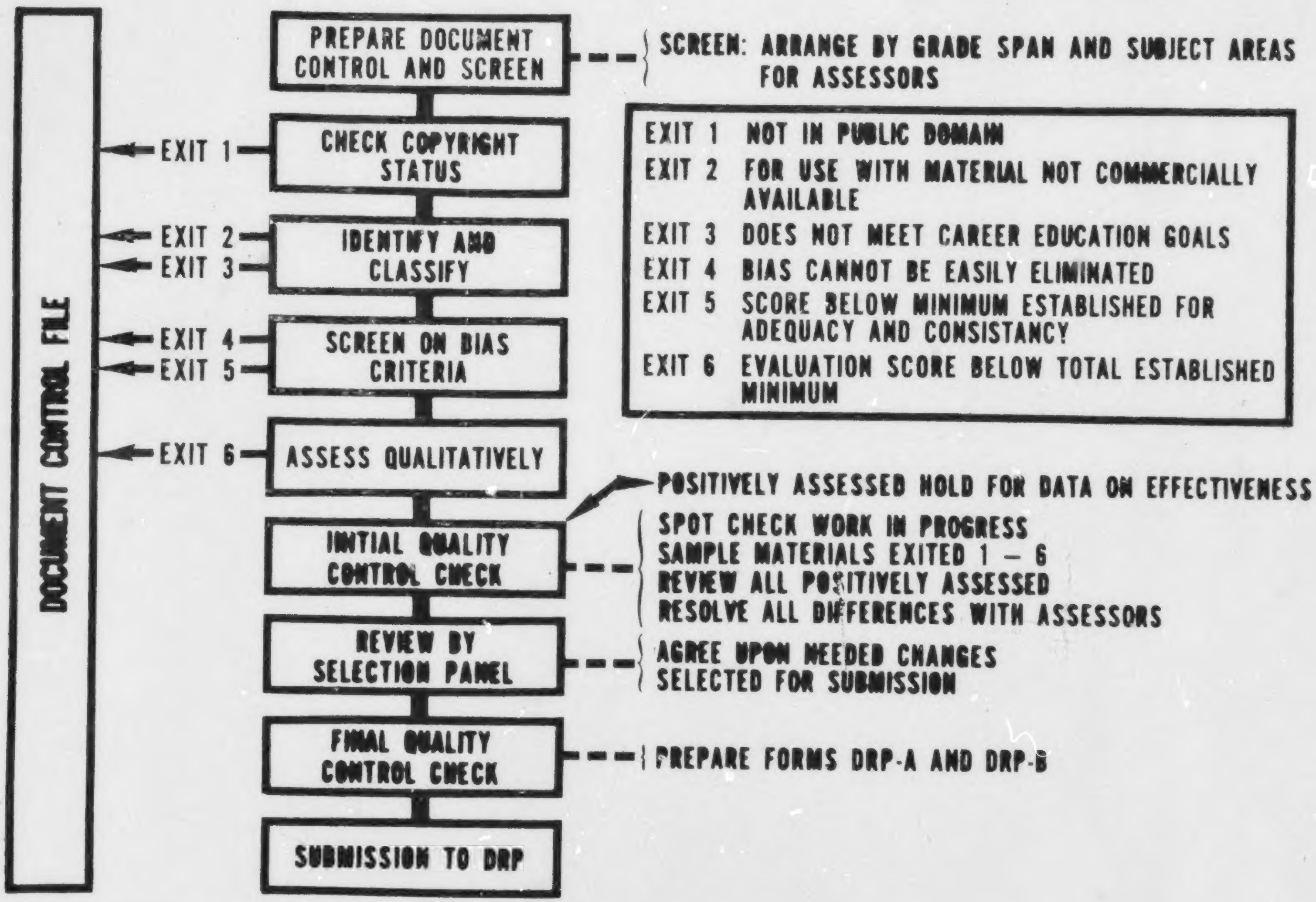
CAREER EDUCATION ASSESSMENT PROCESS SCHEMATIC


DOCUMENT CONTROL FILE
PREPARE DOCUMENT CONTROL AND SCREEN
SCREEN: ARRANGE BY GRADE SPAN AND SUBJECT AREAS FOR ASSESSORS
EXIT 1
CHECK COPYRIGHT STATUS
EXIT 2
EXIT 3
IDENTIFY AND CLASSIFY
EXIT 4
EXIT 5
SCREEN ON BIAS CRITERIA
EXIT 6
ASSESS QUALITATIVELY
POSITIVELY ASSESSED HOLD FOR DATA ON EFFECTIVENESS
INITIAL QUALITY CONTROL CHECK
SPOT CHECK WORK IN PROGRESS
SAMPLE MATERIALS EXITED 1 – 6
REVIEW ALL POSITIVELY ASSESSED
RESOLVE ALL DIFFERENCES WITH ASSESSORS
REVIEW BY SELECTION PANEL
AGREE UPON NEEDED CHANGES
SELECTED FOR SUBMISSION
FINAL QUALITY CONTROL CHECK
PREPARE FORMS DRP-A AND DRP-B
SUBMISSION TO DRP

EXIT 1	NOT IN PUBLIC DOMAIN
EXIT 2	FOR USE WITH MATERIAL NOT COMMERCIALLY AVAILABLE
EXIT 3	DOES NOT MEET CAREER EDUCATION GOALS
EXIT 4	BIAS CANNOT BE EASILY ELIMINATED
EXIT 5	SCORE BELOW MINIMUM ESTABLISHED FOR ADEQUACY AND CONSISTANCY
EXIT 6	EVALUATION SCORE BELOW TOTAL ESTABLISHED MINIMUM

- Exit 3 - The material does not meet the career education goals established by the assessment team and approved by USOE.
- Exit 4 - Contains such as sex, race, or job denigration which cannot be easily eliminated.
- Exit 5 - The score for the section on adequacy and consistency falls below the established minimum.
- Exit 6 - The total evaluation score falls below the established minimum of 160.

Three classes of materials were established based upon final scores:

- Class I - Scoring between 190 and 280 - high quality
- Class II - Scoring between 160 and 190 - has potential
- Class III - Scoring below 160 - inferior quality

The assessement document and the directions and explanation of the document to the first level assessors are in the Appendix.

If a unit of material scored below 160 on the first level assessment, it was put into Class III and exited from the system at this point. If a unit scored more than 160, it was held for Quality Control while the researchers examined the evidence of effectiveness.

The two educational researchers were responsible for evaluating the research accompanying the positively assessed units of material. In order to be acceptable the research did not have to be a strict experimental design (i.e., longitudinal measures, random assignment to treatment and control groups, etc.), although this type of evaluation was the most desirable. However, the research did have to include some kind of high quality, objective, methodologically sound quantitative assessment which demonstrated that the project was effective and superior to other more commonly used approaches or methods. USOE required a detailed summary of the relevant evidence including such things as who conducted the evaluation, sample sizes, differences or changes in whatever outcome measures were employed, the statistical reliability and educational significance of these differences. If the evidence of effectiveness met these criteria the researcher would then prepare a summary for submission to BQAE.

The material would be presented to the Grade Level Review, consisting of individuals with experience in the grades for which the material was developed, for further review and critique.

From there the material proceeded to the Quality Control Officer for reassessment. If the unit scored in Class I and was supported by research, the Quality Control Officer would then prepare the forms identifying, summarizing, and making recommendations for improvements on the unit. The unit and accompanying forms would be delivered to BOAE for submission to the DRP. If a unit scored in Class I but was not documented by research or if it scored in Class II, the Quality Control Officer would prepare the proper forms and the unit would be submitted to BOAE for their information. A sample of the DRP Forms A and B follows:

DRP Form A

Program Area: Career Education

Contract No. OEC-0-73-6370; Career Education Materials Selection;

Project No. V 357016

Submitted By:	DCOAE Deputyship	BOAE Bureau (Task Force)	DVER Unit

Name of Submittor: Peat, Marwick, Mitchell & Co.
1025 Connecticut Avenue, N.W.
Washington, D.C. 20036
(J. Ashbridge Perkins, Director)

Number of Project Material Descriptions Attached: 1 (Set of 7 Related Items)

(Title: Introduction to Allied Health Careers)

(Source: UCLA, Division of Vocational Education)
Allied Health Professions Projects

Date Submitted: 9/18/73

The Identification/Selection Process

The purpose of the project was to hasten the implementation of the concepts of career education by identifying from available bibliographies those instructional materials which have been in use and have shown promise of instructional effectiveness.

The overall goal was to obtain a range of usable career education instructional materials for distribution to local school districts. Of prime interest were materials already developed and which had undergirding them evidence of effectiveness, and which covered a range of grade levels (K-14) and interest areas, professions, and occupations. The scope of the effort was limited to items which can be repackaged and used by a local district in tailoring their career education program to meet local needs, especially the status of development of their career education program. Inherent was the belief that practitioners need today practical, useful materials, as opposed to those which provide staff with further theoretical study about career education.

The basic approach was that of: (1) establishing a universe of available, non-copyrighted and non-commercial materials under bibliographic control; (2) screening the material on priorities of user population needs and qualitative characteristics; (3) assessing, by educators knowledgeable about career education, the adequacy, consistency and versatility of the materials and their freedom from bias; and (4) submission of materials identified and judged by a senior assessor panel as meeting the established criteria until thirty such packets were approved and dissemination deemed warranted to regional curriculum labs.

Criteria for Selection

Several major criteria areas were used in developing the procedures for bibliographic inclusion and for the development of the instrumentation for screening and assessment as well as final selection of materials to be submitted.

Criteria were established to ensure that materials identified were objective, methodically sound, and of high quality in comparison with other available materials in the universe. Materials were to be free of bias, such as sex-role stereotyping, racial discrimination, and occupational denigration. In addition, materials were to be easily reproducible, transportable, and usable by teachers with minimum in-service preparation beyond that normally required for their credentials. Materials encompass grades K-14 (with a priority on K-12) and cover a broad range of subject and interest areas as well as occupational professional fields. The scope of the materials was to include some directed to special target populations, such as the culturally disadvantaged, the handicapped, and non-English speaking students.

Considerable emphasis was placed on procurring and selecting materials that were highly versatile and whose content was not only adequate but internally consistent with the currently accepted principles of the development of cognitive, affective, and psycho-motor skills as well as the stated outcomes of instruction which the material was designed to produce.

Materials were also selected which were in the public domain and which, if in need of improvement, could be modified at a reasonable cost before dissemination.

Finally, potentially useful materials were to be selected by an awareness that they showed some evidence of effectiveness in terms of the outcomes. It was not expected that highly sophisticated research of a strict experimental design would be available on materials which had been in existence for but a short time. However, what was sought was objective and methodically sound evaluation, which demonstrated that the project (materials) did indeed produce desired outcomes compared to others that might be available.

Major Procedures in Bibliographic Inclusion and Assessment

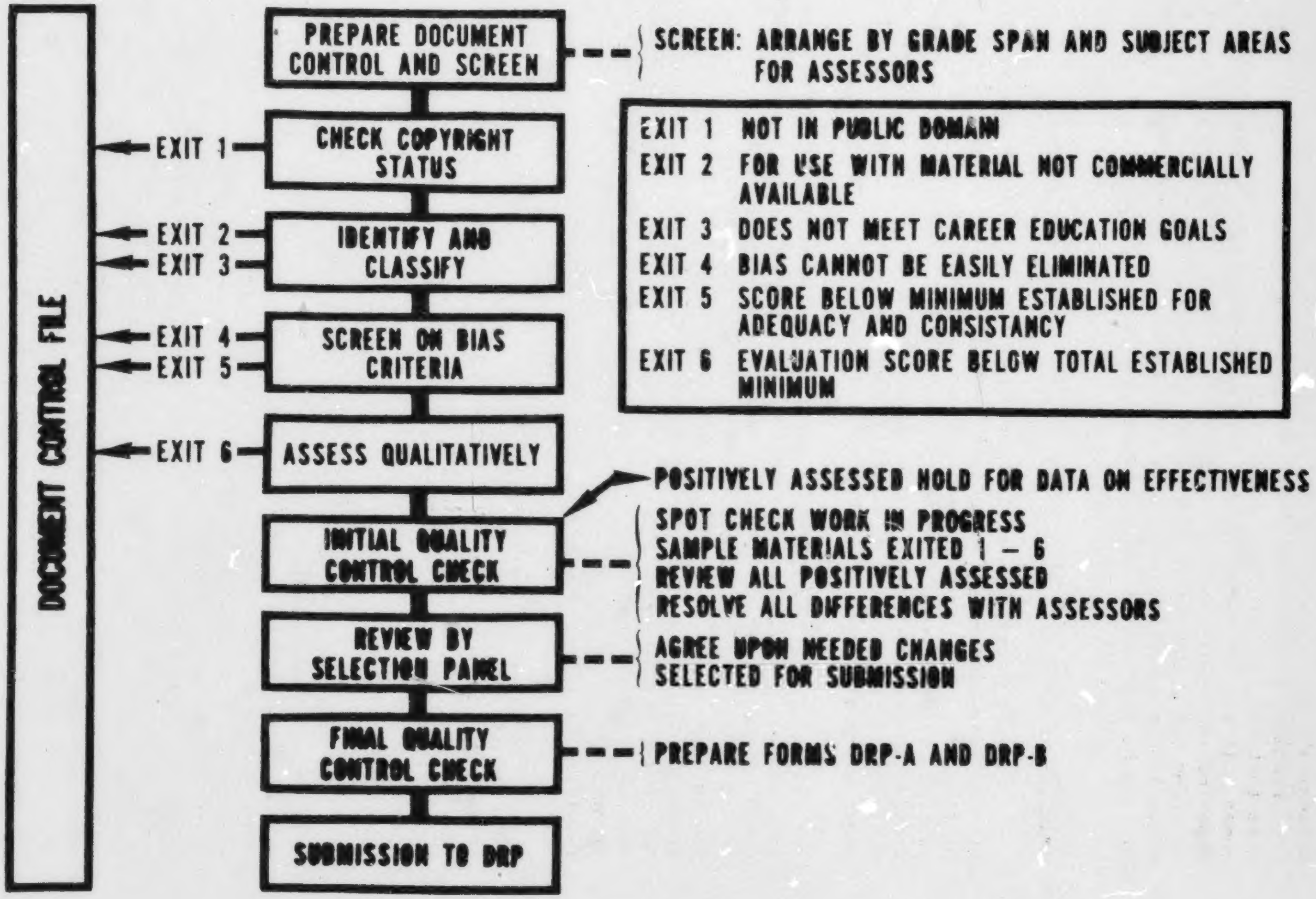
The effort centered around three major procedures or tasks: (1) Identifying the universe of potentially useful materials and constructing a bibliography; (2) Procuring and evaluating materials; (3) Final quality control review of postively assessed materials to select those to be submitted for final approval of the minimum of thirty items required, and replacement of packets not initially approved or potentially useful but not meeting the standards applied to the top thirty.

Identifying the Universe: Materials potentially available were listed in a tentative bibliography constructed by review of eleven bibliographies cited by the client. Subsequent additions were made through correspondence initiated by the USOE to RCU's and a limited search conducted by members of the assessment center staff who were familiar with on-going projects. Bibliographic inclusion policy eliminated materials which were copyrighted and not in the public domain, or which required material not commercially available as required supplements. Also excluded were items which were primarily promotional in nature or which were pieces of professional literature explaining the theory and practice of career education.

Procuring and Assessing Materials: Some materials were procured directly from the source, such as a local school district or a state department of education. Some materials were reviewed on site at selected and major curriculum resource libraries across the country. Most were assessed after being brought to the Washington assessment center office. All materials under final review for selection as the top thirty were reviewed on site in the Washington office.

The assessment process, including the exiting points, is shown on the attached schematic diagram. The body of the assessment document used by assessors was quantified as a rating scale from one to five, and a total score developed for each piece of material evaluated. Materials to be considered as high priority and high potential usefulness required that a score of 190 out of 280 be obtained. However, this quantification of judgment by assessors was tempered by the necessity for a knowledgeable person to make judgments about the usefulness of the material and recommendations for modification and change. Quality control was established as shown on the schematic to ensure that all items on the assessment evaluation document had been completed and any questions of assessor judgment were discussed with that assessor by the quality control officer, who had similar experience on two national career education material searches. The final step in the

CAREER EDUCATION ASSESSMENT PROCESS SCHEMATIC


DOCUMENT CONTROL FILE
PREPARE DOCUMENT CONTROL AND SCREEN
SCREEN: ARRANGE BY GRADE SPAN AND SUBJECT AREAS FOR ASSESSORS
EXIT 1
CHECK COPYRIGHT STATUS
EXIT 2
EXIT 3
IDENTIFY AND CLASSIFY
EXIT 4
EXIT 5
SCREEN ON BIAS CRITERIA
EXIT 6
ASSESS QUALITATIVELY
EXIT 1 NOT IN PUBLIC DOMAIN
EXIT 2 FOR USE WITH MATERIAL NOT COMMERCIALLY AVAILABLE
EXIT 3 DOES NOT MEET CAREER EDUCATION GOALS
EXIT 4 BIAS CANNOT BE EASILY ELIMINATED
EXIT 5 SCORE BELOW MINIMUM ESTABLISHED FOR ADEQUACY AND CONSISTANCY
EXIT 6 EVALUATION SCORE BELOW TOTAL ESTABLISHED MINIMUM
POSITIVELY ASSESSED HOLD FOR DATA ON EFFECTIVENESS
INITIAL QUALITY CONTROL CHECK
SPOT CHECK WORK IN PROGRESS
SAMPLE MATERIALS EXITED 1 – 6
REVIEW ALL POSITIVELY ASSESSED
RESOLVE ALL DIFFERENCES WITH ASSESSORS
REVIEW BY SELECTION PANEL
AGREE UPON NEEDED CHANGES
SELECTED FOR SUBMISSION
FINAL QUALITY CONTROL CHECK
PREPARE FORMS DRP-A AND DRP-B
SUBMISSION TO DRP

assessment process was that of review by a panel of senior assessors of those receiving high quantitative ratings, followed by the writing of a summary evaluation of content adequacy and back-up evidence of effectiveness of the materials in practice.

It should be emphasized that because of time constraints particularly, it was not the purpose of the procurement and assessment to determine that the thirty units selected were those that were the very best available in the country, or that materials not available in current bibliographic documents are not equal or greater in value to those selected.

DRP Form B

Program Resume Form for Submission to the
Dissemination Review Panel

I. Identification Data/Descriptors

Title: Introduction to Allied Health Careers

Volume or Document #: ——— Date: 1971-1972

Author(s): Doris Rosenthal and Phyllis Agran

Publisher/Source: University of California, Los Angeles
Division of Vocational Education
Allied Health Professions Project

Number of Items in Set: Seven Related Items

Set Consists of: (1) Survey of Careers in Health Services and Occupations Programs in California Secondary Schools, (2) Task Inventories, (3) Student's Manual, (4) Teacher's Manual, (5) Program Guide, (6) Trainer's Manual: Clinical Instructor Training Program, (7) Evaluative Report on Phase I of the Secondary Schools Project for an Introduction to the Allied Health Professions; and twelve related, but minor, pieces of material concerned with record keeping or information on the program.

Basic Thrust of Material: Preparation for Allied Health Professions (Career Information and Career Preparation)

Major Career Education Objectives Served: (1) Apply learning in school to the conditions and demands of out-of-school environment. (2) Acquire an understanding of various aspects of the world of work. (3) Define and make exploratory career choices compatible with interests, abilities and aspirations. (4) Obtain at least the minimum skills needed to obtain and hold a job, or continue education in pursuit of a skill.

Grade Level: Senior High School (10-12) with a high degree of usability for students in grades 13 and 14.

Reading Level: 10-12

Content/Discipline Area: Health Occupations

Target Populations: Students (Grades 10-14), Instructional Personnel, Non-Instructional Personnel (Administrators and Hospital Personnel), Parents and the Community

DRP Form B

Program Resume Form for Submission to the
Dissemination Review Panel
(continued)

II. Summary Description of Content and Qualitative Review

A. (Duration of the program, goals and objectives, environment and conditions of use, adequacy and consistency of content, evaluation procedures, versatility.)

Introduction to Allied Health Careers is an outstanding example of curriculum planning, development, implementation and evaluation. Based on documented evidence of the need for additional trained personnel in the allied health professions and a related survey of preparatory programs in California secondary schools, the program elements were assembled with unusual attention to the detailed needs of both students and staff.

The authors of the program describe it as:

> A three-year student-oriented program designed to introduce secondary school students to allied health occupations. The purposes of the program are to acquaint students with the allied health field and provide them with training in it; to offer them experiences that are positive in order to encourage and motivate them to continue and utilize education; to give them skills and information with which they can compete in the world of work and move upward in it; to give them a better understanding of the health field and make them better consumers of its services; and to guide them into positions, occupations, training programs, or further education.

In short, the program exemplifies the thrust of career education for this group of learners.

The carefully sequenced series of student objectives are based on inventories of tasks requisite to specific health careers, ranging from "Bio-medical Photography" to "Ward Management." Manuals for students and instructors, as well as guidelines for program development, reflect the same meticulous attention to essential details.

The materials use a multitude of instructional strategies, such as modeling, self-instruction, psychodrama, problem solving, psychomotor activities, and many others, to involve the students in allied health education. Provisions are made for students to assess their own strengths and weaknesses with respect to the identified objectives of the units. Criteria for evaluation and measurement procedures are included for providing quantitative descriptions of student attainment of objectives. The materials are quite flexible to accommodate students with special needs, including optional teaching strategies. The career education principles and goals in the allied health fields are clearly set forth, making these materials adequate for use by an inexperienced instructor given the training covered in the *Trainer's Manual*, as well as by a person familiar with its content.

There are special conditions set forth for the users of these materials. Special support personnel, hospital staff, and scheduling outside of the normal day are several of the more demanding requirements. However, the materials are designed so that the users can identify precisely the nature and scope of content, the objectives to be attained, and the methodologies to be applied.

The complete set of program materials possesses an admirable degree of internal consistency with respect to purpose, format, and the contribution of each part to the whole. Due to the nature and scope of the printed materials, the program can be replicated in other locations given adequate facilities, funding, staff, and the *desire* to achieve the goals set forth.

B. (Recommendations for modification, if any.)

There are no substantive recommendations for modification. These would have to be made locally in terms of community needs and resources.

DRP Form B

Program Resume Form for Submission to the
Dissemination Review Panel
(continued)

III. Evidence of Material Validity

A. Documentary Source of Evidence

"Evaluative Report on Phase I of the Secondary Schools Project for an Introduction to Allied Health Professions" - Fielstra and Rosenquist, UCLA: Division of Vocational Education, Allied Health Professions Projects. USOE -8-0627

B. Type of General Research Design

☑ Field Testing	☑ Quasi-experimental
☐ Normative	☐ Experimental

1. Student Interest Inventories in the following areas:
   (1) curriculum topics
   (2) health-care tasks
   (3) field trips
   (4) learning methods

2. Non-randomized control group comparisons with respect to:
   (1) grade-point average
   (2) school attendance
   (3) dropouts from school

3. Locally constructed test entitled "Knowing About Jobs," which involves matching occupational titles with job functions.

4. Standardized test, published by McGraw-Hill, entitled "Health Behavior Inventory".

5. Weekly performance rating form completed by hospital supervisors, rating 8 factors on a 10-point scale.

C. To Whom Results May be Reasonably Inferred (Population)

The 100 students used in this study come from inner-city high schools in Los Angeles, California. All of the students utilized showed high interest in the project and represented a subjective stratification with respect to grade-point average: 15 percent upper ability, 60 percent middle ability, and 25 percent lower ability. An approximately 50-50 split in sex existed in the sample utilized. All were incoming tenth grade students age 14-15. Sixty-two percent were black, 21% Mexican-American, 11% white, and 5% Oriental.

Students were assumed to be normal, in the sense that they were not included in the study if they were:
(a) suffering from chronic illness or poor health,
(b) suffering from an emotional problem,
(c) classified as EMR, TMR, or EH.

D. Procedures, Instrumentation, Sample Size, Statistical Treatment

One hundred subjects were used in the model program. Sixty of these students responded to the interest inventories. The students were required to respond in a "Likert-type" fashion to various listed experiences in the program. The experiences were summarized statistically by reporting the average "Likert-weight" received. An equated control group is discussed and it is noted that those students participating in the program had stable grade-point averages over the year while those students in the control group experienced a drop in grade-point average over the year. (There is no reported significance level).

The average number of days absent was exactly the same for the control group and the students participating in the program.

In comparing school dropouts in the control group with the participation group, it is noted that over 2½ times as many occur in the control group.

At the conclusion of the instruction, the students participating in the program were given a test entitled, "Knowing About Jobs", which involves matching occupational titles with job functions. The students gave 78.96 percent correct responses. Also, 80 percent of the participating students were able to specify, at the end of the year, a health occupation that they would be interested in entering and to describe steps required to enter the occupation.

A test entitled, "Health Behavior Inventory" was given to 60 project students and to 68 control group students who were enrolled in a regular tenth grade Health Science course. The project students gave 52.8 percent correct responses, while the control students gave 36.1 percent correct responses.

The students participating in the program were rated weekly by hospital supervisors, using a rating form dealing with 8 factors on a 10-point scale. Average ratings were 5 (satisfactory) or better on all factors throughout the work experience phase of the program. The average job skill ratings rose from 6.7 at the beginning of the work experience to 8.0 at the conclusion of the work experience.

E. Demonstrated Effectiveness

With respect to grade-point average the program appears to maintain the student's ingoing level of motivation. With respect to attendance the program appears not to be different from the traditional program. With respect to dropouts the program appears to be much better that the traditional program.

With respect to student outcomes, the following indications of effectiveness of the program were presented:

1. Desired student outcome: "He will be prepared to make an appropriate career choice of an allied health occupation."

   At the end of the year, 80 percent of the students participating in the program were able to specify a health occupation that they would be interested in entering and to describe steps required to enter the occupation. Reasons given for selecting an occupation became appreciably more realistic as the program progressed, especially after the work experience in a hospital. Four percent of the students made tentative career choices outside the health field, while 16 percent were still undecided at the end of the year. (p. 39)

   On the test "Knowing About Jobs," the students participating in the program gave 78.96 percent correct responses (p. 40)

2. Desired student outcome: "He will be able to function satisfactorily as an employee in the health care system."

   During the work experience phase of the program, the participating students were rated weekly by their hospital supervisors on 8 factors, using a 10-point scale. The average ratings were 5 (satisfactory) or better on all factors throughout the work experience phase. The average job skill ratings rose from 6.7 at the beginning of the work experience to 8.0 at the end of the work experience.

   On the basis of the ratings given by the hospital supervisors, it was concluded that, at the end of the year, the participating students "were doing health-care work of satisfactory quality and and quantity; were showing normal interest in the work and a promising potential for further success in it; were doing assigned work well, with good job skills; were cooperating satisfactorily with other; and were satisfactory in appearance and in attendance." (p. 42)

3. Desired student outcome: "He will be a knowledgeable consumer of health care services."

   The McGraw-Hill test entitled, "Health Behavior Inventory" was given to 60 project students and to 68 control group students in a regular tenth grade Health Science course. The project students gave 52.8 percent correct responses, while the control students gave 36.1 percent correct responses. (p. 44)

With respect to the interest inventories which were administered to the participating students, it was concluded that: "The wide variety of curriculum topics, health-care tasks, learning experiences, and teaching methods which were included in the program was amply justified by the equally wide variety of interests and abilities found on the part of students enrolled in the project." (p. 49)

F. Sources of Design Invalidity and/or Recommendations for Replication of Further Research

(1) Further research might assess the delayed effects of the program. How does the participation group compare with the control group one year after the project?

CHAPTER VII

FIELD AND MANAGEMENT PROBLEMS

In the course of the contract PMM&Co. encountered problems both in the field and in management, which ultimately resulted in a change in tasks of the project and an extension of the contract deadline.

PMM&Co. encountered four major field problems in its search for new units of instructional material:

1. Field personnel were frequently reluctant to submit projects for USOE review. The primary reason for this reluctance is a fear that an unfavorable review of their material might jeopardize their future grant possibilities for other projects.

2. Inferior quality research and total lack of research was the most constant problem of the entire project. In numerous instances, after continuous searching, the assessment team would discover that some form of research on a project did exist but once again there was tremendous reluctance on the part of the authors and project directors to submit the research to an assessment process sponsored by USOE. Fear of USOE criticism getting back to State Superintendents and State Legislatures was a frequent concern.

3. Inaccurate reports from State Research Coordinating Units were another field problem encountered by PMM&Co. Initially RCUs lead PMM&Co. to believe that their states had developed a number of units meeting project criteria but when the sources were actually approached, PMM&Co. would discover very few units in existence which would meet the standards and priorities of the project.

4. PMM&Co. contacted the National Organization for Women (NOW) in the beginning of the project to ask their assistance in establishing the bias criteria for the assessment process. NOW referred PMM&Co. to a volunteer in charge of their education program who state that NOW would not submit to an interview without being paid a $100 fee. PMM&Co. explained that other interest groups contacted had voluntarily contributed their thinking on the subject of bias and that no provision had been made for fees. NOW

refused to participate without a fee and stated that they would register a formal complaint with USOE.

Two major management problems developed during the course of the project.

1. The PMM&Co. Partner-in-Charge of the engagement and the Washington Assessment Center Coordinator both resigned from the Firm. They were both replaced by PMM&Co. personnel and the Evaluation Director assumed additional responsibility in the technical management of the project.

2. The Dissemination Review Panel was dissolved and reconstituted not long after the beginning of the project. As a result of these changes the DRP was unable to meet its commitment for expedient review and criticism of submission by PMM&Co.

As a result of these field and management problems, some changes took place during the course of the project. PMM&Co. agreed to write resumes and suggestions for improvements on units of instructional material which were not documented by research. These were then submitted to USOE strictly for their information and not for DRP consideration. The completion date of the project was extended at no additional cost to USOE so that the DRP would have additional time to consider the positively assessed units documented by research. USOE assumed responsibility for distribution of the units, approved by the DRP, to the State Technical Education Curriculum Laboratories.

ASSESSMENT RESULTS

CATEGORY	# OF UNITS
NUMBER OF UNITS IDENTIFIED IN THE UNIVERSE OF MATERIALS	1,950
NUMBER OF UNITS SCREENED OUT	1,326
NUMBER OF UNITS ASSESSED	624
EXITED AT POINT 1 (COPYRIGHTED MATERIAL NOT IN THE PUBLIC DOMAIN)	5
EXITED AT POINT 2 (FOR USE WITH MATERIAL NOT COMMERCIALLY AVAILABLE)	10
EXITED AT POINT 3 (DOES NOT MEET CAREER EDUCATION GOALS)	90
EXITED AT POINT 4 (BIAS CANNOT BE EASILY ELIMINATED)	4
EXITED AT POINT 5 (BELOW MINIMUM FOR ADEQUACY AND CONSISTENCY)	68
EXITED AT POINT 6 (EVALUATION SCORE BELOW TOTAL ESTABLISHED MINIMUM)	144
CLASS II UNITS (SCORING OVER BETWEEN 160 AND 190) NOT DOCUMENTED BY RESEARCH - 33 SUBMISSIONS TO BOAE	55
CLASS I UNITS (SCORING OVER 190) NOT DOCUMENTED BY RESEARCH - 32 SUBMISSIONS TO BOAE	90
CLASS I UNITS (SCORING OVER 190) DOCUMENTED BY RESEARCH - 24 SUBMISSIONS TO BOAE	158

CHAPTER VIII

FINDINGS AND RECOMMENDATIONS

The universe of materials in the public domain identified by the assessment team contained approximately 1,700 units of instructional material from the composite bibliography and 250 additional units uncovered during the rest of the project. A search of individual school districts in the nation would undoubtedly have uncovered additional units of material but the time and financial constraints of that effort would have been prohibitive on this project.

Of the 1,950 units of material identified, 1,326 were screened out of the system before being assessed. Six hundred twenty-four units of material went through the assessment process.

As the matrix on the opposite page illustrates, most exited units were exited at three different points:

- Exit 3 - Does not meet career education goals - 90 units
- Exit 5 - Below minimum score for adequacy and consistency - 68 units
- Exit 6 - Total evaluation score falling below 160 - 144 units

Special problems of bias, copyright or dependency upon materials not commercially available were found to be minimal. The majority of exited materials simply represented units of inferior quality.

Class II submissions, scoring between 160 and 190 and not documented by research numbered 33, containing 55 units of material. These units were summarized and submitted to BOAE for their information only. The assessors found these units to be of mediocre quality and would not recommend the dissemination of these units by USOE in their present form.

PMM&Co. made 32 submissions of Class I units, scoring over 190, but not documented by research. These 32 submissions contained 90 units of material. These represent units of material which are presently unsupported by research but are considered by the assessors to be of such quality that they would recommend their dissemination by USOE.

PMM&Co. made 24 submissions to BOAE which were supported by research. These submissions contained 158 units of material. The assessors consider these units of instructional material to be of high quality and would recommend their dissemination by BOAE.

On the following pages are matrices illustrating the categories and grade levels covered by the units of material submitted to BOAE. Separate matrices have been compiled for three classes of material-Class I units supported by research, Class I units not supported by research and Class II units not supported by research. The initial number represents the PMM&Co. document control number for a submission and the number in parenthesis represents the number of units of instructional material contained in the submission. The categories of material are defined as:

- Standard Academic Content - Material for language arts, mathematics, science, etc. into which career awareness is woven. This presentation is designed to increase the self-awareness of each student and stimulate favorable attitudes about the personal, social and economic significance of work and is usually presented to students in the elementary grades.

- Standard Academic Content/Disadvantaged - The material presented in this category is essentially the same as the above, but is geared toward disadvantaged students in the elementary grades.

- General - This category represents material specifically designed to make students aware of the broad range of options open to them in the world of work. It also provides career orientation and exploratory experience for students. This is usually aimed at elementary and junior high school students.

- Occupational/Skill - This material is designed to provide job preparation in a wide variety of occupations to students in grades 10 through 14, with special emphasis on work experience and cooperative education opportunities.

- Guidance/Placement - Material in this category is geared to guide or place all exiting students in either a job, a post-secondary occupational program, or a college program. This material is designed for older students in grades 7-14 with particular emphasis on grades 10-14.

The matrix of submissions to BOAE documented by research illustrates the fact that the largest number of units of high quality validated by statistical evidence of effectiveness fall in the category of Standard Academic Content for elementary and junior high school students. The second highest category, also serving grades K-9, falls in the category of General Career Education materials. High quality material validated by research for the categories of Occupational/Skill Training, Guidance/Placement and the Disadvantaged/Handicapped is very limited.

CLASS II SUBMISSIONS
TO BOAE NOT DOCUMENTED BY RESEARCH
33 SUBMISSIONS CONTAINING 55 UNITS OF MATERIAL*

GRADE LEVEL / CATEGORY	GRADES K-3	GRADES 4-6	GRADES 7-9	GRADES 10-12	GRADES 12-14
STANDARD ACADEMIC CONTENT	2(1):3(1:7(1): 9(1):12(1):15(1): 18(1):21(3):30(1)	1(1):4(1): 5(1): 6(1):8(1):10(1): 11(1):13(1):14(1): 18(1):20(1):21(3	16(1):17(3): 18(1):20(1): 33(1)	16(1):18(1): 32(16)	
STANDARD ACADEMIC CONTENT/DISADVANTAGED		24(3)	24(3)	24(3)	
GENERAL			26(1):27(1): 31(1)	22(1):23(1): 27(1)	22(1):23(1)
OCCUPATIONAL/SKILL				19(1)	
GUIDANCE/PLACEMENT			25(1):28(2): 29(1)		

*THE INITIAL NUMBER REPRESENTS THE PMM&CO. CONTROL NUMBER FOR THE 33 SUBMISSIONS. THE NUMBER IN PARENTHESES REPRESENTS THE NUMBER OF UNITS IN THE INDIVIDUAL SUBMISSIONS.

CLASS I SUBMISSIONS TO BOAE NOT DOCUMENTED BY RESEARCH
32 SUBMISSIONS CONTAINING 90 UNITS OF MATERIALS*

GRADE LEVEL / CATEGORY	GRADES K-3	GRADES 4-6	GRADES 7-9	GRADES 10-12	GRADES 12-14
STANDARD ACADEMIC CONTENT	12(1):20(3): 21(8):28(1): 30(1)	8(1):9(1):10(1): 13(1):20(3): 21(6):30(1): 31(2)	30(1)	4(1):14(1):30(1)	
GENERAL	22(3:32(1)	22(3):32(1)	5(11):7(1): 23(1):25(3)	6(7)	
OCCUPATIONAL/SKILL			18(4):19(1)	2(8:3(7):11(4): 15(4):16(4): 17(4):19(1): 27(1)	15(4)
OCCUPATIONAL/SKILL DISADVANTAGED/ HANDICAPPED				1(1):26(1)	
GUIDANCE/PLACEMENT			29(1)	24(2)	

*THE INITIAL NUMBER REPRESENTS THE PMM&CO. CONTROL NUMBER FOR THE 32 SUBMISSIONS.
THE NUMBER IN PARENTHESES REPRESENTS THE NUMBER OF UNITS CONTAINED IN EACH SUBMISSION.

SUBMISSIONS TO BOAE DOCUMENTED BY RESEARCH

24 SUBMISSIONS CONTAINING 158 UNITS OF MATERIAL*

GRADE LEVEL / CATEGORY	GRADES K-3	GRADES 4-6	GRADES 7-9	GRADES 10-12	GRADES 12-14
STANDARD ACADEMIC CONTENT	1(1):6(6):7(1): 9(12):13(3): 14(6):16(9): 21(63):22(5)	1(1):6(6):7(1): 9(12):12(3): 13(3):14:(6): 16(9):21(63):22(5)	2(1):7(1):9(12): 12(3):16(9): 22(5)	7(1):9(12): 16(9):17(6)	16(9)
STANDARD ACADEMIC CONTENT/DISADVANTAGED	4(3)	4(3)			
GENERAL	5(10):10(1): 18(12):20(1): 23(1)	5(10):10(1): 18(12):20(1): 23(1)	11(1):19(1)		
OCCUPATIONAL/SKILL				3(6):15(1)	
GUIDANCE/PLACEMENT			8(4)	8(4):24(1)	

*THE INITIAL NUMBER REPRESENTS THE PMM&CO. DOCUMENT CONTROL NUMBER FOR THE 24 SUBMISSIONS. THE NUMBER IN PARENTHESES REPRESENTS THE NUMBER OF UNITS CONTAINED IN EACH SUBMISSION.

The matrices of Class I and Class II submissions to BOAE, which are not documented by research, once again show a large number of high quality materials in the category of Standard Academic Content for elementary and junior high school children. The second largest categories are Occupational/Skill Training and General Career Education for grades 7-14. Once again Guidance/Placement and Disadvantaged/Handicapped categories are extremely low in numbers of quality material.

On the basis of these findings PMM&Co. makes the following recommendations to USOE for the development and funding of future activities in the area of career education materials development:

1. The establishment of a clearly defined set of criteria and guidelines for the performance of educational research on career education projects. PMM&Co. experienced a great deal of difficulty in obtaining valid research which clearly proved the merit of the product. The vast majority of research submitted to demonstrate an evidence of effectiveness was process evaluation made up primarily of teacher's opinions rather than product evaluation.

2. After establishing criteria and guidelines for the performance of future research, PMM&Co. recommends the USOE fund research on the Class I units submitted to BOAE unsupported by research. Priority units would fall into the following sequence: Occupational/Skill Training, Guidance/Placement, Handicapped/Disadvantaged, General Career Education, and Standard Academic Content.

3. PMM&Co. recommends that USOE fund work to upgrade the quality of the units which fell into Class II and were not supported by research. These units could be rewritten without a great deal of effort so that they could be Class I quality. After rewriting, the units will be ready for test and evaluation in the field.

4. The bibliography of the project which is included in this report is not intended for distribution. PMM&Co. recommends that USOE utilize this bibliography as a base and continuously update it as materials are developed in the field and as additional existing materials come to the attention of USOE.

5. PMM&Co. strongly recommends that USOE take actions necessary to strenghten the RCU information system. In surveying the universe of materials available from the RCUs, the assessment team concluded that some of the RCUs were extremely well informed on the status of career education materials development in their state but that the vast majority had only limited information on what was actually in the field. The RCUs should have at their disposal copies of all units of instructional

material developed within their respective states and information on the status of research on the effectiveness of the material.

6. Establishment of a "hot-line" form of communications for all parties interested in career education. This could be in the form of a newsletter, press release, monthly section in "American Education", etc. informing education professionals of the most current developments in the field including both programs and materials and identifying sources from which more information about the particular projects or materials can be obtained.

7. Establishment of a system for continuous assessment of new materials developed in the field. An assessment system such as the one developed by PMM&Co. in this project could easily be utilized on a continuing basis at a central point such as USOE or an outside university or organization under a USOE grant or contract. New materials could be sent to the assessment center and professionals under contract to the center could assess them as they come in, make recommendations for improvements and make recommendations to USOE for dissemination.

BIBLIOGRAPHY

The bibliography is organized by state and the units of instructional material are listed alphabetically by title. It contains a listing of all units which have been assessed and a majority of the units which were screened. It is intended for USOE information and not for distribution.

The following are definitions for the classifications accompanying each unit entered in the bibliography:

I - Class I. Scoring between 190 and 280 - high quality material.

II - Class II. Scoring between 160 and 190 - material with potential.

E1 - Exit 1. Copyrighted material not in the public domain.

E2 - Exit 2. Requires use with material such as audio visual aids which are not commercially available.

E3 - Exit 3. The material does not meet career education goals as defined by the assessment team and approved by USOE.

E4 - Exit 4. Contains bias such as sex, race, or job denigration which cannot be easily eliminated.

E5 - Exit 5. The score for the section on adequacy and consistency falls below the established minimum.

E6 - Exit 6. The total evaluation score falls below the established minimum.

S - Screened out of the system before assessment.

ALABAMA

	Class
Career Education Workshop: Career Decision Making, Billins et al. Pickens County School System, Carrollton, Alabama.	E3
Course Outline for Exploring the World of Work (Eighth Grade), 1970. State Department of Education, Montgomery, Alabama. (ED056238; VT012681)	S
Course Outline for Introduction to the World of Work (Seventh Grade), 1970. State Department of Education, Montgomery, Alabama. (ED056238; VT012680)	S
Course Outline for Vocational Orientation (Ninth Grade), 1969. State Department of Education, Montgomery, Alabama. (ED056238; VT012682)	S

ALASKA

Exploring the Working World, Dayton Benjamin et al., 1973. North Star Borough School District, P.O. Box 1250, Fairbanks, Alaska 99707.	I

ARIZONA

Accounting Clerk Guide, Part I: Instructor, Learner, Test, and Exercise and Worksheet Packets, Foster, Irwin, and Olsen. Center for Career Development, Mesa Public Schools, 161 East First Street, Mesa, Arizona 85201. Also available from Arizona Career Education Clearinghouse, Phoenix, Arizona.	I
Accounting Clerk Guide, Part II: Instructor, Learner, Test, and Exercise and Worksheet Packets, Foster, Irwin, and Olsen. Center for Career Development, Mesa Public Schools, 161 East First Street, Mesa, Arizona 85201. Also available from Arizona Career Education Clearinghouse, Phoenix, Arizona.	I

ARIZONA (CONT.)

	Class
Accounting Clerk Guide, Part III: Instructor, Learner, Test, and Exercise and Worksheet Packets, Foster, Irwin, and Olsen. Center for Career Development, Mesa Public Schools, 161 East First Street, Mesa, Arizona 85201. Also available from Arizona Career Education Clearinghouse, Phoenix, Arizona.	I
Airport Awareness, Duffy, Meyers, and Slaney, Williams School District. Coconino Career Education Program, P.O. Box 398, Flagstaff, Arizona 86001. Also available from Arizona Career Education Clearinghouse, Phoenix, Arizona.	E6
Career Clusters and Life Styles, Richmond, Breitenbach, and Baca. Coconino Career Education Program, P.O. Box 398, Flagstaff, Arizona 86001. Also available from Arizona Career Education Clearinghouse, Phoenix, Arizona.	E6
Career Education in Arizona, The 3 R's Plus Career Education. State Department of Education, Phoenix, Arizona. (ED063478)	S
Career Focus in Social Studies. Cartwright Elementary School. Also available from Arizona Career Education Clearinghouse, Phoenix, Arizona.	E6
Careers Calling, W. Julius Johnson. State Department of Education, Arizona Career Education Clearinghouse, Phoenix, Arizona.	I
The Carpenter at Work. Coconino Career Education Program, P.O. Box 398, Flagstaff, Arizona 86001. Also available from Arizona Career Education Clearinghouse, Phoenix, Arizona.	S
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Central Area Schools Occupational Program, Interim Report, H. Lynn Caldwell, 1971. Seattle Public Schools, Seattle, Washington. (ED060421)	S
Communications Skills for Career Education, 1972. State Department of Education, Olympia, Washington 98501.	II
The Development of Vocational Appreciation in the Elementary School, John M. Wilson. State Coordinating Council for Vocational Education, Olympia, Washington 98501. (VT011230)	S
Evaluation Report, Technical Interdisciplinary Program, 1971-1972. Available from Franklin Pierce High School, Tacoma, Washington.	I
Guidelines for Clothing Education, 1972. State Coordinating Council for Occupational Education, Olympia, Washington 98501.	E3

	Class
Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas, Final Report, Raymond Needham and Arthur Binnie, 1971. Green River Community College, Auburn, Washington. (ED055242)	S
Industrial Communications, Dan Lindsay. Kent Public Schools, Kent, Washington. Also available from State Coordinating Council for Occupational Education, Olympia, Washington 98501.	E4
Industrial Education, Dan Lindsay. Kent Public Schools, Vocational Education Office, Kent, Washington. Also available from State Coordinating Council for Occupational Education, Olympia, Washington 985061.	S
Instructor's Guide: Professional Supermarket Checkers, Walter Riggs, 1970. State Department of Education, Olympia, Washington.	I
Involving Children in Vocational Awareness at Stewart Elementary School, 1972. School District No. 3, Puyallup, Washington.	S
Materials Prepared by Participants in EPDA Vocational Awareness Institute: Summer 1970 (Elementary School Level). State Board for Vocational Education, Olympia, Washington.	S
Occupational Analysis for Data Processing Technology, Second Edition, Project Number 20-0100-72-2340, Gilbert E. Zuerlein, 1972. State Coordinating Council for Occupational Education, Olympia, Washington 98501.	E3
Project EVA: Early Vocational Awareness, William W. Cox, Highline School District, P.O. Box 66100, Seattle, Washington 98166.	I
Project EVA: Early Vocational Awareness, Final Report, Second Year, 1972-1973, William W. Cox. Highline School District, P.O. Box 66100, Seattle, Washington 98166.	I

WASHINGTON (CONT.)

	Class
A Series of Programmed Instruction Books for Learning Occupationally-Oriented Basic Mathematics, Report Number 16, Final Report, Harold F. Rahmlow, 1968. State Coordinating Council for Occupational Education, Olympia, Washington 98501. Also available from Washington State University, Pullman, Washington. (ED022928; VT006882)	S
Simulated Office Guidelines, Frank Nelson, Beverly Funk, and Gerald Russell. State Coordinating Council for Occupational Education, Olympia, Washington 98501.	E3
Technical Interdisciplinary Program, 1971-1972, M. S. Miller. Franklin Pierce High School, School District No. 402, Tacoma, Washington 98444.	I
Technical Interdisciplinary Program Evaluation No. 12, 1973. Available from Franklin Pierce High School, Tacoma, Washington 98444.	I
Waste Water Plant Operator's Manual, 1972 (second printing). State Coordinating Council for Occupational Education, Olympia, Washington 98501.	E3
Waterworks Manual, Basic, 1972. Coordinating Council for Occupational Education, Olympia, Washington 98501.	E3
What About Vocational Education? Part I, State Superintendent of Public Instruction, Seattle, Washington. Also available from State Coordinating Council for Occupational Education, Olympia, Washington 98501.	S
What About Vocational Education? Part II, State Superintendent of Public Instruction, Seattle, Washington. Also available from State Coordinating Council for Occupational Education, Olympia, Washington 98501.	S
The World of Work. Eastern Washington State College, Cheney, Washington.	S

WEST VIRGINIA

	Class
Career Awareness Education: Introduction, Instructional Resource Units, and Annotated Bibliography, LeVene A. Olson (ed.), 1972. Marshall University, Department of Vocational-Technical Education, Huntington, West Virginia. (ED064510)	E6
Career Development Components in Vocational Education: A Diagramatic Model K-12, LeVene Olson. Marshall University, Department of Vocational-Technical Education, Huntington, West Virginia. (ED064509)	S
A Career Development Guide for West Virginia Teachers, Grades K-12, Duane Brown et al. West Virginia University, Department of Counseling and Guidance, Morgantown, West Virginia. (ED65722; VT016229)	E5
Career Education: A Curriculum Model and Strategies for Implementation, Herbert B. Holstein et al., 1971. Lincoln County Schools, Hamlin, West Virginia. (ED059363; VT014487)	S
Career Exploration: Instructional Materials, Evaluative Results, and Innovative Programs, LeVene A. Olson. Marshall University, Department of Vocational and Technical Education, Huntington, West Virginia. (ED064511)	S
The Comprehensive Educational Program for West Virginia Schools, Rex M. Smith, 1964. State Department of Education, Charleston, West Virginia.	S
Evaluation of Elementary Career Education Based on Language Achievement, Mathematics Achievement, and Occupational Awareness in Lincoln County, West Virginia, L. Olson. Marshall University, Department of Vocational and Technical Education, Huntington, West Virginia.	E3

WEST VIRGINIA (CONT.)

	Class
Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities, Interim Report, Volum IV, Resource Bibliography in Career Education, Herbert B. Holstein, 1971. Lincoln County Schools, Hamlin, West Virginia. (ED059391; VT014733)	E3
Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities, Interim Report, Herbert B. Holstein, 1971. Lincoln County Schools, Hamlin, West Virginia. (ED059387; VT014729)	E3
Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities, Interim Report, Volume III, Elementary School Project for Levels One-Six and Middle School Project for Levels Seven and Eight, Herbert B. Holstein, 1971. Lincoln County Schools, Hamlin, West Virginia. (ED059390; VT014732)	E3
Lincoln County Exemplary Program in Vocational Education: Occupation Awareness Test--Level One. Lincoln County Schools, Hamlin, West Virginia. (VT014589)	I
Lincoln County Exemplary Program in Vocational Education: Occupational Awareness Test--Level Two, Herbert B. Holstein. Lincoln County Schools, Hamlin, West Virginia.	I
Lincoln County Exemplary Program in Vocational Education: Occupational Awareness Test--Level Three, Herbert B. Holstein. Lincoln County Schools, Hamlin, West Virginia.	I

WEST VIRGINIA (CONT.)

	Class
Lincoln County Exemplary Program in Vocational Education: Occupational Awareness Test--Level Four, Herbert B. Holstein. Lincoln County Schools, Hamlin, West Virginia.	I
Lincoln County Exemplary Program in Vocational Education: Occupational Awareness Test--Level Five, Herbert B. Holstein. Lincoln County Schools, Hamlin, West Virginia.	I
Lincoln County Exemplary Program in Vocational Education: Occupational Awareness Test--Level Six, Herbert Holstein. Lincoln County Schools, Hamlin, West Virginia.	I
Lincoln County Exemplary Program in Vocational Education: Resource Unit--Level One, Herbert B. Holstein, 1971. Lincoln County Schools, Hamlin, West Virginia.	I
Lincoln County Exemplary Program in Vocational Education: Resource Unit--Level Two, Herbert B. Holstein, 1971. Lincoln County Schools, Hamlin, West Virginia.	I
Lincoln County Exemplary Program in Vocational Education: Resource Unit--Level Three, Herbert B. Holstein, 1971. Lincoln County Schools, Hamlin, West Virginia.	I
Lincoln County Exemplary Program in Vocational Education: Resource Unit--Level Four, Herbert B. Holstein, 1971. Lincoln County Schools, Hamlin, West Virginia.	I
Lincoln County Exemplary Program in Vocational Education: Resource Unit--Level Five, Herbert B. Holstein, 1971. Lincoln County Schools, Hamlin, West Virginia.	I

WEST VIRGINIA (CONT.)

	Class
Lincoln County Exemplary Program in Vocational Education: Resource Unit--Level Six, Herbert B. Holstein, 1971. Lincoln County Schools, Hamlin, West Virginia.	I
Lincoln County Exemplary Program in Vocational Education: Resource Unit--Level Seven and Eight, Herbert B. Holstein, 1971. Lincoln County Schools, Hamlin, West Virginia.	E6
Lincoln County Exemplary Program in Vocational Education: Resource Unit--Level Nine, Herbert B. Holstein, 1971. Lincoln County Schools, Hamlin, West Virginia.	E6

WISCONSIN

	Class
Career Development. Muskego Public Schools, Muskego, Wisconsin. (PAES Collection)	S
Career Development. Union Grove High School, Wisconsin. Also available from State Department of Public Instruction, Madison, Wisconsin.	E6
Career Development Curriculum Guide, 1971. Eau Claire Public Schools, Eau Claire, Wisconsin. (PAES Collection; VT015962; ED067490)	E5
Career Development Guidelines, Grades 4-6 and 7-9, Racine Unified School District No. 1, Racine, Wisconsin. (PAES Collection)	II
Careers' Resource Guide. District One Institute, Eau Claire, Wisconsin.	E3
Evaluation Report on Second Year of Three Year Project by Sheboygan Public Schools, Wisconsin, and Lakeshore Technical Institute, Gilvertson, Nelson, and Halfin. University of Wisconsin, Madison, Wisconsin.	I

WISCONSIN (CONT.)

	Class
Focus on Career Development, K-12 Curriculum Guide, 1971. Guidance and Counseling Career Resource Center, Cumberland, Wisconsin. (PAES Collection; VT015980)	E6
Guide for Integration of Career Development, Grades K-5, 1971. Union Grove High School, Wisconsin. Also available from State Department of Public Instruction, Madison, Wisconsin. (PAES Collection; VT015977)	II
A Guide to Career Education, 1972. District One Technical Institute, Eau Claire, Wisconsin. (ED068634)	E3
K-12 Career Education Guide, 1971. Lakeshore Technical Institute, Sheboygan, Wisconsin. (ED061429; VT014817)	E5
K-14 Career Education Multi-Media Catalogue. Career Education Center, 3811 Memorial Drive, Sheboygan, Wisconsin 53081. Also available from Lakeshore Technical Institute, V.T.A.E. District 11, 843 Jefferson Avenue, Sheboygan, Wisconsin 53081.	I
K-14 Career Education Guide, 1972. Career Education Center, 3811 Memorial Drive, Sheboygan, Wisconsin, 53081.	I
World of Work: A Learning Activity Pak in Agricultural Education Courses in Minnesota, 1972. State Department of Public Instructions, Madison, Wisconsin. (VT014481)	E3
Your Approach to the Job Hunt, 1973. District One Technical Institute, Eau Claire, Wisconsin. Also available from State Board of Vocational, Technical, and Adult Education, Madison, Wisconsin.	E3

WYOMING

	Class
Career Orientation: "Mini" Unit (Junior High School Level), 1971. State Department of Education, Cheyenne, Wyoming. (ED059407; VT013580)	E3
"Comprehensive Occupation Education Program Design (K-14)", Wyoming State Department of Education. In *Innovations in Vocational Guidance: A National Compendium*, 1971. State University System of Florida, Tallahassee, Florida.	S
The Development and Demonstration of a Functional Model System of Occupational Education in Wyoming Public Education, K-14, Paul N. Peters, 1971. State Department of Education, Cheyenne, Wyoming. (VT012949)	S
Elementary Public School Teacher Guide for Career and Attitude Development, Grades K-6, Working Paper, Talagar. State Department of Education, Cheyenne, Wyoming. (VT013903; ED062563)	E6
Teacher's Guide for Career Education. State Department of Education, Cheyenne, Wyoming. (PAES Collection)	S

Appendix A

Instructions for Assessors

CAREER EDUCATION MATERIALS SELECTION

ASSESSMENT DOCUMENT

The assessment process and document for materials evaluated have been developed to enable assessors to evaluate the applicability of career education materials to criteria identified as adequate for making judgments in qualitative and quantitative terms. For purposes of understanding the process of this materials assessment, and the use of the document, it is organized into two parts:

OVERVIEW, ASSUMPTIONS AND PROCESS

I. Purpose of the Assessment Document

II. Goals of Career Education

III. Design of the Assessment Document

IV. Use of the Assessment Document

V. Priorities

Attachment 1 - Indicators to Determine Content Bias

I. PURPOSE OF THE ASSESSMENT DOCUMENT

The purpose of this assessment process and use of the document is to evaluate career education material in such a way that teachers and other instructional personnel can review the summary of a given unit of material based on use of the assessment document and make informed judgments about the applicability to their unique school situation.

This document is designed to:

1. Identify and classify the material and reference available information regarding research data on program effectiveness.
2. Indicate the absence or deletion of sex-role stereotyping, racial, ethnic, and religious bias, and occupational denigration.
3. Provide a sampling of the range of material in priority areas.
4. Identify the need for special adaptations and equipment.
5. Ascertain whether there is an adequate diagnostic system(s) for program planning and use of the material.
6. Inform the user of types of support components required and offered by a given unit.
7. Inform the user of those materials which contain sound curriculum design and development characteristics.
8. Provide a profile indicating a quantified rating for the unit of material assessed in total, as well as a rating for each criterion.
9. Diagnose weaknesses in existing career education materials and make recommendations for improvement.

II. GOALS OF CAREER EDUCATION

The concept of career education for this project is exemplified by the following statement:

> The goals of a career education program are to help the student:
>
> 1. Identify and integrate occupational and non-vocational interests, skills, values and needs in order to bring about a more thorough and accurate self-understanding.
>
> 2. Assess skills, values, interests and needs and compare these with the characteristics of alternative careers and life styles.
>
> 3. Apply learning in school to the conditions and demands of out-of-school environment.
>
> 4. Acquire an understanding of various aspects of the world of work:
>
>   a. specific occupational requirements
>   b. general nature of a "working life"
>   c. life styles of various occupational clusters and families
>   d. relationships between various economic and social conditions.
>
> 5. Define and make exploratory career choices compatible with interests, abilities and aspirations.
>
> 6. Obtain at least the minimum skills needed to obtain and hold a job, or continue education in pursuit of a skill.

While these goals are stated in terms of student growth, this assessment is based heavily on the utility of the materials in an educational system, and the extent to which they are directed to a variety of instructional objectives, issues, and needs. It is assumed that there is a direct relationship between teaching behaviors and learning outcomes. Making available to teachers a range of effective and useful career education materials should help to bring about viable learning in their classrooms.

III. DESIGN OF THE ASSESSMENT DOCUMENT

The assessment process and document were designed by selected members of the project team working within the time constraints imposed by this contract. They are not to be interpreted as the ultimates recommended by the project team collectively or individually. However, their designs are sufficiently broad in scope and specific in detail for comprehensive but discriminating judgments to be made for purposes of this project.

A systems approach was used in these designs. A validation technique has been applied. A glossary of terms has been compiled. Explanations and assumptions are included throughout the document and must be refined prior to their application elsewhere. This document was designed specifically for use in this project. Application elsewhere may be inappropriate.

A. PROCEDURES FOLLOWED

1.1 Selected Project Team members to prepare the document

1.2 Discussed variables

1.3 Identified factors

1.4 Performed factor analysis

1.5 Agreed on statement of goals for career education

1.6 Devised the various instruments comprising the assessment document, including appropriate statistical treatments

1.7 Derived criterion statements from factors

1.8 Identified specific indicators of each criterion

1.9 Sequenced and formatted document

1.10 Performed validation test

III. DESIGN OF THE ASSESSMENT DOCUMENT (continued)

B. RATIONALE

1. Identifying and classifying material along with supplying available research information provides baseline data.

2. In order to provide accurate representations of sex-roles, life-styles, and social attitudes regarding occupations, bias appearing in materials is undesirable.

3. Career education programs which utilize material of a flexible and adaptable nature can serve a greater proportion of the student population because of its capability to meet varied requirements.

4. Evaluation is vital to the success of a career education program when it is valid, complete, consistent with goals, and when it is used to diagnose and develop programs that meet particular needs of individuals and groups.

5. Support components contribute to successful career education programs by supplying the user with assistance in utilizing strategies, varying approaches, and managing programs, thus increasing the possibility of success.

6. Accuracy of career education program content and internal consistency of all program elements are essential if the students are to receive reliable data enabling them to achieve the expected outcomes of the program.

IV. USE OF THE DOCUMENT

Following is a step-by-step outline of the Assessment Document which explains the terminology and directions.

TERMINOLOGY

PACKAGING

The four items should be interpreted as follows:

Single Piece (Item)

One item which is totally unrelated to any other piece of material, is not part of a series or set, and/or can stand alone in appropriate use in a school program (e. g. supplementary reference material,achievement test, curriculum guide).

Set of __________Independent Items

The items in the set are self-contained and may be used independently of each other. Though marketed as a set, they can usually be purchased separately and can definitely be used separately. (e.g. a set of occupational manuals, a set of teaching units, a set of instructional modules).

Set of __________Related Items

The items in the set are not self-contained but are dependent on each other or interrelated to the extent that they cannot be used separately. Their value rests with the fact that together they make a worthwhile unit of curriculum materials. These sets are usually marketed and purchased as one item or unit. (e. g. a set of transparencies, a set of unit tests).

Series of __________Similar Items

The items in a series are sequential but may be used independently of each other. (e. g. a series of primary language arts texts, a series of instructional modules.)

All items checked Single Piece or Set of Independent Items will be assessed singly, with each item assessed on a separate assessment instrument. A set of Related Items will, in most cases, be assessed as a single unit, provided a single assessment can be made on all the components of the set taken together. If not, a reevaluation should be made, for the set may in reality be a set of independent items.

TYPE MATERIAL

PRINTED MATERIALS

Instructional Guide/Manual
Teaching Guide/Manual

These two types of printed material are alike and yet different. For the purposes of this project, Instructional Guide/Manual refers to a teacher's guide which is broad in nature; it is a guide to using teaching techniques, or developing certain kinds of units, etc. Teaching Guide/Manual is defined as an aid to help teachers use or implement a particular curriculum material and usually accompanies that material.

Curriculum Guide
Program Planning Guide

These two items are teacher-directed materials. Informational in nature, they help the teacher plan and carry out programs of study.

Units of Study (subject fields)
Instructional Module

These two items relate to the curriculum of a particular subject field. Units of Study would include the content of the unit with supplementary materials. Instructional modules are units or parts of units of instruction developed in modular form for student use with or without the supervision of an instructor through each step.

Units of Study (subject fields)
Instructional Module

These two items relate to the curriculum of a particular subject field. Units of Study would include the content of the unit with supplementary materials. Instructional modules are units or parts of units of instruction developed in modular form for students use with or without the supervision of an instructor through each step.

Student Workbook
Student Manual
Laboratory/Practice Manual

These are student-directed. A Student Workbook usually refers to an item which accompanies a text. It can be a supplementary type of thing which a teacher would use for drill and practice exercises. A Student Manual may be a handbook of the "how-to" type or an informational piece for students. A Laboratory/Practice Manual provides exercises or experiences which give students an opportunity to apply or practice learning in a laboratory situation.

Simulation/Environmental Situation

Simulation is a technique in which the instructor reproduces, under experimental conditions, environmental phenomena likely to occur in actual performance.

Evaluation Instruments

This item includes achievement tests, aptitute tests, self-tests, or any other types of materials which help teachers assess their students and their programs.

Administrative Materials

These are directed at non-instructional personnel and provide assistance in managing and administering a school program or a phase thereof.

Bibliographies
Directories

These are lists of references, resource materials, or resource persons.

Supplementary Student Reference Materials

These materials are self-contained, not a part of a related set or text. They would be used in addition to other curriculum materials or made available to students for use at their own discretion.

Textbook

A book which is a "standard" type book for the grade and/or subject field involved is a textbook. Most textbooks which are in common use as textbooks will not be assessed. However, a book which may be considered a textbook but which is not in common use or has much to contribute to the CCEM matrix will be assessed.

Text-Workbook

This is a combination item, usually in softcover, which includes the typical textbook-type materials and workbook materials.

Other

This space is provided to add any additional types of printed materials.

TARGET AREA

In assessing a piece of curriculum material, it is essential to be clear on the meaning of each target area and the implication of the whole category.

A target area is an aspect of career education upon which a particular piece of curriculum material focuses.

CURRICULUM (K-12)

The K-12 curriculum includes career-oriented materials, which are or can be fused into the existing school curricula, or which serve as resources for planning, developing, refining, and implementing career-oriented curricula.

CAREER INFORMATION

Career information pertains to occupations, educational requirements, and labor market information. Both occupational and educational data imply the content knowledges and skills needed in the educational curricula.

CAREER PREPARATION

Career preparation is a three-dimensional, two-level learning process which includes the dimension of education, training, and skill development, and the levels of job-entry and in-depth skills.

GUIDANCE

Materials which focus on counseling students about careers and their relationship to the world of work and roles of personnel in career education counseling.

STAFF DEVELOPMENT

Staff development involves the total program, preservice and in-service, of preparing professional and support personnel for their roles and responsibilities in career education.

PLACEMENT/GUIDANCE

Placement is a process whereby each person finds or is capable of finding a job or position suitable to his abilities and the present labor market conditions.

EVALUATION

The process of delineating, obtaining, and providing useful information for judging decision alternatives.

SUPPORT SYSTEMS

Support systems provide the underlying strategy for providing career information and follow-up data to supplement and support for CCEM program

COMMUNITY RELATIONS

Community relations represents the total interfacing of the school's activities and goals to the community. This involves both community involvement and public information activities.

INSTRUCTIONAL STRATEGIES

Strategies are the teaching skills or methods of instructions that have been identified as being necessary to successfully teach an instructional unit.

The 21 items listed are self-explanatory. Check as many that describe the teaching techniques included, stressed, and/or provided for in the curriculum materials. (Micro-teaching as used here involves utilizing videotapes and television feedback in the training of teachers to detect and solve the educational problems of students. The strategy involves brief, structured teaching sessions.)

Space is provided to add additional instructional strategies.

CONTENT/DISCIPLINE AREA

Content is the unique substance covered in an instructional unit. Before making any entries in this area read the definition of the subject fields. Note especially the definitions of those subject fields which are closely related, e.g. office education and business education.

No more than two items are to be checked on this list. The following pages provide definitions of some of the 20 discipline areas.

LANGUAGE ARTS

The discipline area covering grammar, use of language skills in oral, written or reading areas.

MATHEMATICS

The discipline area covering computation skills and application of those principles.

SCIENCES

Knowledge covering general truths or the knowledge of the operation of general laws involving the recognition and formulation of a problem, collection of data through observation and experimentation, and the formulation and testing of hypotheses.

SOCIAL SCIENCES

The discipline area dealing with the physical and mental well-being of members of society and concerned with research planning, organizing, treating, educating, and enforcing the system of community living.

FINE ARTS

The appreciation of the arts: music, drama, dance, drawing, and sculpture.

OFFICE EDUCATION

Occupational preparation programs in business, such as typing, shorthand, bookkeeping, and business machine operation.

DISTRIBUTIVE EDUCATION

Occupational preparation programs in distribution and marketing, such as merchandising, marketing, management, wholesale and retail buying and selling, warehousing, trade and finance, and import-export trade.

BUSINESS EDUCATION

Broad program in business which does not prepare for a specific job - includes general education and teacher-training programs for business educators.

HOME ECONOMICS EDUCATION

Includes both the traditional home economics programs such as foods, nutrition and clothing, and occupational preparation programs in these areas.

CAREER EDUCATION

Career education is a comprehensive and organized instructional program designed to facilitate the career development of students. It is an attempt to integrate the general, academic, and vocational curricula and to bridge the gap between the school and the community. The program is characterized by "learning how to live" and "learning how to make a living".

INDUSTRIAL EDUCATION

Preparation for industry and skill-related occupations such as machine trades, drafting and carpentry.

INDUSTRIAL ARTS

Broad vocational program which is exploratory in nature, considered general education and not job preparation-oriented.

VOCATIONAL EDUCATION

Broad occupational program which does not prepare for a specific job - includes teacher-training programs for vocational educators.

TECHNICAL EDUCATION

Includes only technical areas related to industry, such as electronics technician and engineering technicians - does not include technical programs related to health occupations such as X-ray technician.

POPULATION SERVED

These items are for the most part self-explanatory. Instructional personnel includes all those involved in classroom teaching, teachers, teacher aides, and other paraprofessional staff. Non-instructional personnel includes all other members of a school staff (supervisors, guidance counselors, administrators, etc.).

SPECIAL CONDITIONS FOR USER

This section applies to any special requirements necessary for the use of a given item. Note that there is an Assessment Instrument Supplement for this section. If anything under Equipment and Facilities, Personnel & Staffing, and/or Scheduling and Organization is checked, the information requested on the Supplement should be completed. If any of the items in this section are not checked, the "Not Applicable" line for each of the four parts should be marked.

GRADE LEVEL RANGE

More than one grade level may be checked.

DIRECTIONS

For each item to be assessed, fill in the full title, author's name, the publisher, the city or state and the date of publication. In the case of materials written and disseminated by a school system, state education agency, or institution such as a university, put the name of the group under "Author" and the name of the sponsoring agency (e.g. USOE, California Department of Education) under "Publisher."

Also indicate the cost of the hard copy version, its document numbers assigned in this project, and check whether or not the item is in the public domain. If this information is not given in the unit to be assessed, check "Unknown."

Task Number	Task Name	Directions
25-1.01	Packaging	Check one.
1.02	Type Material	Identify, under A, whether item is to be used with material of other media. If not, proceed to C. If it is, complete B. (If the answer to B is no, the material exits, the assessment stops, and the assessor enters name and date.) Appropriate item in all media categories--C through F--should be checked.
1.03	Career Education Classifications	Check yes or no on whether material meets career education goals described. If no, the material exits, the assessment stops, and the assessor enters name and date. If yes, check one or more goals.
1.04	Target Area	Check no more than three areas.
1.05	Instructional Strategies	Check which instructional strategies would be required by the material.

1.06	Content/Discipline Area	Check no more than two areas.
1.07	Population Served	Check appropriate items.
1.08	Special Conditions for User	Check all appropriate items, including not applicable if the special conditions do not apply. Under A, B, and C, if asterisked items are checked, describe what type of item is needed. Under E, check yes or no; if no, describe the necessary training area. Check the appropriate area(s).
1.09	Grade Level (to be completed by assessor)	Indicate as many grade levels as applicable. (NOTE: middle (or junior high) school have been designated as Grades 7 through 9 for the purposes of this assessment document.)
	Reading Level (to be completed only by reading specialist)	Indicate the applicable reading level(s) of the material. Complete reading level assessment by filling in name and date.
1.10	Research Data Information	Complete items A, B, C and D by checking the appropriate response. Complete items E through J descriptively.
25-2.0	Content Bias	(See Attachment 2) Complete this section by checking the appropriate responses and by providing brief descriptions where indicated. If no is checked in item 2.11, the assessment stops, material exits, and assessor enters name and date.

25-3.0	Adequacy and Consistency	Check one appropriate response (or "not applicable") for questions 3.01 through 3.10.

At the end of Task 25-3.0, the assessor should add up the total number of points assigned in this section. If raw score is below the established minimum the unit exits and the assessor enters name and date.

25-5.0	Versatility	Check one appropriate response (or "not applicable") for questions 5.01 through 5.07.
25-4.0	Evaluation	Check one appropriate response (or "not applicable") for questions 4.01 through 4.09.
25-6.0	User Support Components	Check one appropriate response (or "not applicable") for questions 6.01 through 6.08.

Quantifying the Assessment

1. Scoring Procedures

In order to lend a measure of objectivity to what essentially must be a subjective analysis, a rating system has been designed. Each item in the qualitative analysis section of this document has been given a numerical value based on a 3 point scale. Thus, the material being evaluated will be ranked as follows:

Minimum rating - 1 point
Average rating - 3 points
Maximum rating - 5 points

The criteria for each factor has been established with this rating in mind.

There will be instances where a given factor will not apply to the material being assessed. In order to accommodate this without penalizing the material, the Not Applicable response carries the average rating of 3 points. To arrive at a balance between factors a weight has been established for each factor. This weight is to be applied to the raw score of each factor.

2. Summary Profile Sheet

The Summary Profile Sheet is designed to accomplish two general objectives.

1. Presents a graphic profile of the material evaluated showing how each factor scored.
2. Presents an overall weighted rating of the material evaluated.

The information identified for each factor consists of:

1. Maximum Points Possible (5 times number of criteria).
2. Raw Score (actual amount of points earned).
3. Weight Factor
4. Weighted Total Points (product of raw score and weight factor).
5. Total Points for Material (sum of weighted total points).
6. Total Points Possible (sum of maximum points possible times weight factor).
7. Evaluation Score (a percent of total points possible). To be computed centrally.

The Summary Profile Sheet form and an example of its use follows this page. When the profile sheet is completed the assessor enters name and date in the space provided.

3. Summary Evaluation

The final item of the Assessment Document is the Summary Evaluation. The title of the material should be entered along with the Document Number. The statement itself should be a justification for either including that specific unit of material in the study, or rejecting it. Be descriptive but brief. Limit the statement to two to three paragraphs.

V. PRIORITIES

The following list identifies the specific types of materials recommended as priorities in the selection of the 30 units of material.

- Instructional Guide/Manual
- Teaching Guide/Manual
- Curriculum Guide
- Program Planning Guide
- Evaluation Instruments
- Administrative Materials
- Instructional Module

The first 6 items represent the types of materials generally identified as primarily for use of the teacher/supervisor. The last item takes into consideration the interest in the possible grouping of existing related instructional modules for which teacher oriented materials could be prepared with relatively little effort.

The general nature of materials to be selected was set forth in the RFP. However, BOAE/NIE approval of the specific nature of career education materials, and the number of each, is needed. The following list is submitted as a suggested point of discussion for this decision.

Grade Level	Nature of Material (Oriented toward Career Education)	Number
K-3	Standard Academic Content	4
	Standard Academic Content/Handicapped	1
	Standard Academic Content/Disadvantaged	2
		(7)
4-6	Standard Academic Content	4
	Standard Academic Content/Handicapped	1
	Standard Academic Content/Disadvantaged	2
	Standard Academic Content/Non-English Speaking	1
		(8)
7-9	Standard Academic Content	4
	Standard Academic Content/ Handicapped	1
	Standard Academic Content/Disadvantaged	1
	Guidance	1
		(7)

Grade Level	Nature of Material	Number
10-12	Standard Academic Content	4
	Occupational Skill Training	1
	Guidance Placement	2
		(7)
13-14	Occupational Skill Training	(1)
	Total Number of Units	30

Attachment 1

INDICATORS TO DETERMINE CONTENT BIAS

Bias is defined as either prejudice or partiality. It can be explicit or implicit. The following statements are indicative of what construes bias. They are divided into two sections: 1. Bias (prejudice); and 2. Bias (partiality). Each section includes in alphabetic order the three areas of concern in connection with this project: job denigration; ethnic/racial/religious bias; and sex-role stereotyping. These statements are not represented as being all inclusive, but should serve as indicators for judgments.

1. Bias (prejudice)

- Job Denigration

- The level of skill and/or training required to perform in a given occupation should be clearly stated with no demeaning connotations attached to jobs requiring lower levels of skill, training, and ability.
- Descriptions of social values and life styles associated with specific job categories should be portrayed objectively.

- Ethnic/Racial/Religious Bias

- A reference of a derogatory nature to skin color; national or cultural characteristics; and/or religious or philosophical beliefs or practices.
- The implication of a variance among ethnic/racial/religious groups in mental or physical abilities by statement or visuals.

- Sex-Role Stereotyping

- Implying either verbally or visually that a line of demarkation exists between acceptable roles in life styles and/or occupational choices for males and females.
- Verbal or visual implications that indicate specific and differing sets of emotional needs and/or behavior patterns that are socially acceptable for males and females.

2. Bias (partiality toward one group implies bias towards other)

   - Job Denigration

     - Emphasizing jobs high in value on the socio-economic scale, and excluding information about jobs traditionally relegated to the lower end of that scale perpetuates partiality (bias) toward job categories.

   - Ethnic/Racial/Religious Bias

     - Omitting any verbal and/or visual reference to varieties of groups in all life styles and occupational choices indicates partiality towards the one depicted.

   - Sex-Role Stereotyping

     - Lending importance to one sex by placing greater value on their strengths, goals and accomplishments relegates the other sex to a secondary role.

Appendix B

Assessment Document

PEAT, MARWICK, MITCHELL & CO./USOE - ASSESSMENT
CAREER EDUCATION MATERIALS SELECTION DOCUMENT

DOCUMENT NO. ________ CONTROL NO. ________

Are these materials in the public domain? ☐ YES ☐ NO

If no, is a waiver possible? ☐ YES ☐ NO ☐ UNKNOWN

NO → EXIT 1 → ASSESSOR/DATE ________

Title________________________ Date Published________

Author________________________ Cost $________

Publisher________________________

TASK 25-1.0 IDENTIFY AND CLASSIFY; RESEARCH DATA INFORMATION

(Check all appropriate items)

1.01 PACKAGING (Check One)

- ☐1. Single Piece (Item)
- ☐2. Set of____Independent Items
- ☐3. Set of____Related Items
- ☐4. Series of_____Similar Items
- ☐5. Self Contained Program

1.02 TYPE MATERIAL

(For purposes of this study, only printed materials are being assessed. However, appropriate items in all media should be checked if item passes Exit 1.)

A. Is the material to be assessed designed for use with material(s) of other media?

YES ☐ (Complete B) NO ☐ (Proceed to C)

B. Are these materials available from a commercial producer?

YES ☐ NO ☐ → EXIT 2 → Assessor/Date ________

C. PRINTED MATERIALS:

- ☐ 1. Instructional Guide/Manual
- ☐ 2. Teaching Guide/Manual
- ☐ 3. Curriculum Guide
- ☐ 4. Program Planning Guide
- ☐ 5. Unit of Study (subject fields)
- ☐ 6. Instructional Module
- ☐ 7. Student Workbook
- ☐ 8. Student Manual
- ☐ 9. Laboratory/Practice Manual
- ☐10. Text Book/Workbook
- ☐11. Simulation/Environmental Situation
- ☐12. Evaluation Instruments
- ☐13. Administrative Materials
- ☐14. Bibliographies
- ☐15. Directories
- ☐16. Supplementary Reference Materials
- ☐17. Textbook
- ☐18. Other:________________

D. AUDIO-VISUAL MATERIALS:

- ☐1. Records, Discs
- ☐2. Audio Tapes
- ☐3. Transparencies
- ☐4. Models/Mock Ups
- ☐5. Flat Pictures
- ☐6. Posters
- ☐7. Charts & Graphs
- ☐8. Single Concept Loops
- ☐9. Other:____________

E. FILM:

- ☐1. Films
- ☐2. Filmstrips
- ☐3. Cassettes
- ☐4. Videotapes
- ☐5. Slides

F. MANIPULATIVE MATERIALS:

- ☐1. Puzzles
- ☐2. Laboratory Kits
- ☐3. Puppets/Dolls/Figures
- ☐4. Activity Kits
- ☐5. Tools & Related Items
- ☐6. Games
- ☐7. Blocks & Related Items
- ☐8. Rods/Counters/Etc.
- ☐9. Other:____________

1.03 CAREER EDUCATION CLASSIFICATIONS

Does material meet one or more of the goals of career education (as goals are stated in this document)?

☐ YES ☐ NO ——→ EXIT 3 → Assessor/Date ______

1. ☐ Identify and integrate occupational and non-vocational interests, skills, values and needs in order to bring about a more thorough and accurate self-understanding.

2. ☐ Assess skills, values, interest and needs and compare these with the characteristics of alternative careers and life styles.

3. ☐ Apply learning in school to the conditions and demands of out-of-school environment.

4. ☐ Acquire an understanding of various aspects of the world of work:

   a. specific occupational requirements;
   b. general nature of a "working life";
   c. life styles of various occupational clusters and families;
   d. relationships between effects of various economic and social conditions.

5. ☐ Define and make exploratory career choices compatible with interests, abilities and aspirations.

6. ☐ Obtain at least the minimum skills needed to obtain and hold a job, or continue education in pursuit of a skill.

1.04 TARGET AREA

(Check no more than three areas)

☐ 1. Curriculum
☐ 2. Career Information
☐ 3. Career Preparation
☐ 4. Guidance
☐ 5. Staff Development
☐ 6. Placement/Guidance
☐ 7. Evaluation
☐ 8. Support Systems
☐ 9. Community Relations
☐ 10. Post Secondary 13, 14
☐ 11. Rural Education
☐ 12. Management
☐ 13. Other: ____________________

1.05 INSTRUCTIONAL STRATEGIES

(Check appropriate items)

☐ 1. Self-instruction
☐ 2. Discussion
☐ 3. Micro-teaching
☐ 4. Programmed instruction
☐ 5. Modeling
☐ 6. Simulation or gaming
☐ 7. Psychodrama
☐ 8. Individualized projects
☐ 9. Role playing
☐ 10. Field observations
☐ 11. Self-evaluation
☐ 12. Group or panel discussions
☐ 13. Demonstrations
☐ 14. Drill and practices
☐ 15. Individual or group counseling
☐ 16. Supervised work experience
☐ 17. Lab simulation/practice
☐ 18. Problem solving
☐ 19. Dramatic activities
☐ 20. Manipulative skill development
☐ 21. Psychomotor activities
☐ 22. Other: ____________________

1.06 CONTENT/DISCIPLINE AREA

(Check no more than two items)

☐ 1. Language Arts
☐ 2. Mathematics
☐ 3. Sciences
☐ 4. Social Sciences
☐ 5. Fine Arts
☐ 6. Health/Physical Education
☐ 7. Career Education
☐ 8. Agriculture/Natural Resources
☐ 9. Office Education
☐ 10. Distrib. Ed./Marketing
☐ 11. Health Occupations
☐ 12. Home Economics Education
☐ 13. Industrial Education
☐ 14. Consumer Education
☐ 15. Industrial Arts
☐ 16. Vocational Education (general)
☐ 17. Business Education (general)
☐ 18. Data Processing
☐ 19. Recreation
☐ 20. Technical Education
☐ 21. Work Experience Education

1.07 POPULATION SERVED

☐ 1. Students
☐ 2. Instructional Personnel
☐ 3. Non-Instructional Personnel
☐ 4. Parents
☐ 5. Community at Large
☐ 6. Other:____________________

1.08 SPECIAL CONDITIONS FOR USER

(Check all appropriate items)

A. PERSONNEL AND STAFFING
(Staffing Patterns)
*Describe What Type

☐ (Not Applicable)

☐ 1. Team teaching
☐ 2. Differentiated staffing*________________
☐ 3. Low pupil-teacher ratio
☐ 4. Paraprofessional support
☐ 5. Peer student support
☐ 6. Special support personnel*________________
☐ 7. Specially trained instructor*________________
☐ 8. Other:______________________________

B. SCHEDULING & ORGANIZATION
*Describe What Type

☐ (Not Applicable)

☐ 1. Unique grade organization*________________
☐ 2. Outside normal day/year*________________
☐ 3. Modular or flexible schedule
☐ 4. Community organization based classroom
☐ 5. Industry based classroom
☐ 6. Business based classroom
☐ 7. Other:______________________________

C. EQUIPMENT & FACILITIES
*Describe What Type

☐ (Not Applicable)

☐ 1. Open space, multiple group instruction
☐ 2. Special facilities*____________________
☐ 3. Special equipment*____________________
☐ 4. Special transportation*________________
☐ 5. Other:______________________________

1.08 Continued

D. COMMUNITY RESOURCES

☐ (Not Applicable)

☐ 1. Volunteer support, general or specific
☐ 2. Industry/business instructors
☐ 3. Community agency support
☐ 4. Work experience stations
☐ 5. Other:______________________________

E. PERSONNEL FACTORS

Could the intended user include the material without additional training and/or prior related experience?

☐ YES
☐ NO

If no, what area of training is needed?

____

____

F. SPECIAL LEARNING CONDITIONS

Is the item directly aimed at a student with a special learning need?

☐ YES
☐ NO

☐ 1. Reading disability
☐ 2. Visual handicap
☐ 3. Aural handicap
☐ 4. Ethnic group
☐ 5. Over-age
☐ 6. Other:_________________________

1.09

GRADE LEVEL		READING LEVEL
☐	Early Elementary (K-3)	☐
☐	Upper Elementary (4-6)	☐
☐	Middle School (7-9)*	☐
☐	Senior High School (10-12)	☐
☐	Post Secondary (13-14)	☐

Sign Off by
Reading Specialist

Name:___________________________

Date:___________________________

*Recognizing geographic variance, a commonly used range has been selected.

1.10 RESEARCH DATA INFORMATION

A. The item has documented evidence of investigation and evaluation:

☐ YES ☐ NO ☐ UNKNOWN

B. Types of Students

☐ General, homogeneously grouped
☐ General, heterogeneously grouped
☐ Handicapped
☐ Non-readers
☐ Non-English speaking
☐ Gifted
☐ Other ________________________________
(Specify)

C. Sample Size

☐ Less than 50
☐ 50 to 99
☐ 100 to 199
☐ More than 200 ________________________
(Specify)

D. Types of Setting of Target Student Group Tested

☐ Inner City
☐ City (population of less than 100,000) but not restricted to Inner city
☐ City (population of more than 100,000) but not restricted to Inner city
☐ Suburban
☐ Rural
☐ Other ________________________________
(Specify)

E. What specific tests were used for pre-testing?____________________

____

____

F. What specific tests were used for post-testing?____________________

____

____

G. Were control groups used? (Describe briefly)____________________

____

____

H. What specific types of statistical techniques were applied?____________________

____

____

I. What were specific changes in post-test/pre-test results?____________________

____

____

J. Additional information and/or clarification regarding research data:____________________

____

____

____

____

TASK 25-2.0 CONTENT BIAS

Material which stereotypes sex roles, shows bias towards racial, ethnic, or religious groups, and/or imposes artificial hierarchies of social values on various job or occupational categories (job denigration) should be avoided. At the same time, it is important that accurate and objective descriptions of life styles and social conditions associated with specific occupational categories be a part of a career education instructional unit. Where the evaluator checks a statement indicating the presence of bias in the unit, a recommendation for modification will be included in the statement when the revisions are determined by the assessor to be comparatively minor.

*Describe what type in space provided.

2.01 With minor additions/revisions the material can include a positive reference to a minority group(s).

☐ Not Applicable ☐ Yes* ☐ No

*

2.02 Material includes characters with names indicative of a variety of ethnic groups.

☐ Not Applicable ☐ Yes* ☐ No

*

2.03 Material contains role-models to which a member of a minority group can relate.

☐ Not Applicable ☐ Yes* ☐ No

*

2.04 If the material contains visuals, the characters depicted represent a variety of racial groups.

☐ Not Applicable ☐ Yes* ☐ No

*____

____

2.05 Material is free of undersirable racial bias.

☐ YES ☐ NO

2.06 Material is free of undesirable ethnic bias.

☐ YES ☐ NO

2.07 Material is free of undesirable religious bias.

☐ YES ☐ NO

2.08 Material is free of sex-role stereotyping.

☐ YES ☐ NO

2.09 Material is free of job denigration.

☐ YES ☐ NO

2.10 Material accurately and objectively presents descriptions of life styles and social conditions associated with the career categories involved.

☐ YES ☐ NO

2.11 Any bias identified above can be eliminated by recommended changes indicated in the assessor's statement.

☐ NOT APPLICABLE - no bias identified.

☐ YES

☐ NO (Reject Material)

EXIT 4 → Assessor/Date

TASK 25-3.0 ADEQUACY AND CONSISTENCY

Effective use of materials depends partially on the adequacy and consistency of their design. Material design should be based on sound theories, proven research, successful applicable techniques, and the best judgment of authorities in the field. They should be designed so that users can identify precisely the nature and scope of content, the objectives to be attained and the methodologies to be applied. Users should be assured that these three elements are compatible and consistent with each other and the stated goals of career education.

3.01 To what extent are the objectives for which the materials have been designed clearly set forth?

3	1	3	5
☐ Not applicable	☐ No objectives are identified	☐ Objectives are identified but are vague and/or need to be improved upon.	☐ Objectives are clearly stated.

3.02 To what extent is the nature and scope of the material content adequate to reach the objectives?

3	1	3	5
☐ Not applicable	☐ There is no evidence that material content is directed toward defined objectives.	☐ Material content is directed to attain its objectives but lacks clear, direct focus.	☐ Material content is directed to attain its objectives in clear, accurate and consistent terms.

3.03 To what extent is material content appropriate to achieving its objectives?

3	1	3	5
☐ Not applicable	☐ Material content is inappropriate and/or insufficient for the nature and scope of objectives to be reached.	☐ Material content is appropriate but improvements can be made.	☐ Material content is appropriate for achieving the objectives for which it is presented.

3.04 To what extent are expected outcomes through use of material identified?

3	1	3	5
☐ Not applicable	☐ Outcomes are not cited or are inadequate.	☐ Outcomes are set forth but need improvement and/or expansion.	☐ Outcomes in terms of behavior and/or level of performance are clearly indicated.

3.05 To what extent are sound methods for periodically measuring achievement consistent with expected outcomes?

3	1	3	5
☐ Not applicable	☐ None are indicated.	☐ Methods are identified but improvements should be made.	☐ Techniques, procedures, and schedules are adequate

3.06 To what extent is the organization and presentation of the content consistent?

3	1	3	5
☐ Not applicable	☐ Material is not well organized and/or poorly presented.	☐ Material is generally well organized and presented, but improvements should be made.	☐ Material content is well organized and few inconsistencies were identified.

3.07 To what extent is the format of the material adequate for easy usage?

3	1	3	5
☐ Not applicable	☐ Material format does not facilitate its use.	☐ Material format is adequate but needs improvement.	☐ Material format facilitates its use.

3.08 To what extent is the material content consistent with growth and development characteristics (physical, emotional, social and intellectual) or target groups? (Underline those applicable.)

3	1	3	5
☐ Not applicable	☐ Content is directed to one growth and development characteristic.	☐ Content is directed to two growth and development characteristics.	☐ Content is directed to three or more growth and development characteristics.

3.09 To what extent are the methods suggested for the presentation of the content consistent with the current knowledge of sound learning theories?

3	1	3	5
☐ Not applicable	☐ There is little evidence of consistency.	☐ Improvements are necessary to make suggested methods consistent.	☐ Methods for presentation consistently reflect awareness and application of sound learning theories.

3.10 To what extent are the methods suggested for the presentation of content consistent with the current knowledge of student motivational techniques?

3	1	3	5
☐ Not applicable	☐ There is little evidence of consistency.	☐ Improvements are necessary to make suggested methods consistent.	☐ Methods for presentation consistently reflect awareness and application of sound student motivational techniques.

☐ TOTAL RAW SCORE FOR TASK 25-3.0

RAW SCORE IS BELOW ______________ ☐ YES ☐ NO

EXIT 5 → ASSESSOR/DATE

TASK 25-4.0 PERFORMANCE EVALUATION

A sound evaluation process should provide opportunities for the user of materials to assess their own strengths and weaknesses and to plan appropriate actions based on findings. To accomplish this the basis for the evaluation must be accurate and complete. Included must be identification of objectives to be attained over a prescribed period of time, criteria to be used in making the evaluation, measurement descriptions that provide a qualitative and/or quantitative determination of how well the criteria have been met, and standards that can be used to determine whether the extent to which the objectives to be attained are realistic and sound and/or whether the means for making the evaluation should be changed.

4.01 To what extent are the objectives to be attained identified?

3	1	3	5
☐ Not applicable	☐ Objectives are not identified.	☐ Objectives are in insufficient detail to permit measurement of their attainments.	☐ Objectives to be reached are clearly set forth and the period of time for their attainment specified.

4.02 To what extent are the techniques and procedures for sound evaluation specified?

3	1	3	5
☐ Not applicable	☐ Techniques and procedures are not specified.	☐ Techniques and procedures are specified but cannot be easily modified for special user requirements.	☐ Techniques and procedures are clearly identified and sufficiently flexible to meet unique user needs.

4.03 To what extent are there provisions for pre-testing?

3	1	3	5
☐ Not applicable	☐ None	☐ Pre-testing is recommended but techniques and procedures for doing so are inadequate.	☐ Techniques and procedures are clearly set forth and adequate.

4.04 To what extent are there provisions for post-testing?

3	1	3	5
☐ Not applicable	☐ None	☐ Post-testing is recommended but materials and procedures for doing so are inadequate.	☐ Materials and procedures are clearly set forth and adequate.

4.05 To what extent are there provisions for individual and group diagnostic testing?

3	1	3	5
☐ Not applicable	☐ None	☐ Techniques and procedures exist but they require greater detail and/or clarity for general application.	☐ Sound techniques and procedures exist for both individual and group testing.

4.06 To what extent are remediation procedures identified?

3	1	3	5
☐ Not applicable	☐ None	☐ Procedures exist but additional direction is needed for specific applications.	☐ Sound procedures exist for remediation and specific applications.

4.07 To what extent are there provisions for evaluating performance in cognitive, affective, social, and psychomotor areas? (Underline those appropriate.)

3	1	3	5
☐ Not applicable	☐ None	☐ Performance evaluation is limited to one area.	☐ Performance evaluation is provided for more than one area.

4.08 To what extent are there provisions for evaluating the material in terms of its use in a more comprehensive career education program?

3	1	3	5
☐ Not applicable	☐ None	☐ Techniques and procedures are included but modifications should be made.	☐ Techniques and procedures are sound and are clearly set forth.

4.09 To what extent are there provisions for evaluating the material if it is to be used in the total educational program?

3	1	3	5
☐ Not applicable	☐ None	☐ Techniques and procedures are included but modifications should be made.	☐ Techniques and procedures are sound and are clearly set forth.

☐ TOTAL RAW SCORE FOR TASK 25-4.0

TASK 25-5.0 VERSATILITY

In evaluating materials a major concern is the extent to which they are adaptable to fit both personal teaching styles and student learning styles. Without specifically defining either set of characteristics, it is possible to examine materials with a concern for the flexibility and adaptability of the materials themselves. Indicators are whether the unit includes provisions for students with special needs, and optional teaching and/or instructional strategies (e.g., simulation, group instruction, individual programs). In general a unit of material will be given a high value if it enables users to fit it into their own teaching styles and patterns of instruction, and if it meets the varied needs of the students.

5.01 To what extent are suggested optional instructional strategies provided? (List up to six in the margin.)

3	1	3	5
☐ Not applicable	☐ Unit can be taught by only one instructional strategy.	☐ Adaptable to a narrow range of instructional strategies (2-4).	☐ Adaptable to a broad range of instructional strategies (5 or more).

5.02 To what extent is a range of student activities through use of instructional strategies which involve students in different kinds of learning experiences provided?

3	1	3	5
☐ Not applicable	☐ Provides for a very limited variety of student activities; not easily adaptable	☐ Provides some variety of student activities and could easily be changed to increase adaptability.	☐ Provides many varied learning activities for students.

5.03 To what extent is broad and effective use of other media (film, other audio-visual materials and manipulative materials) in the instructional process provided? (Underline those applicable.)

3	1	3	5
☐ Not applicable	☐ Includes materials from three or four media categories.	☐ Provides for two categories of media as instructional aids.	☐ Relies on one media source (e.g., printed material).

5.04 To what extent are alternative activities for students with special needs (learning or physical handicaps) provided? (Underline those applicable.)

3	1	3	5
☐ Not applicable	☐ No specific recognition of special needs; material difficult to adapt.	☐ Some recognition of special needs (e.g., slow readers); easily adaptable.	☐ Recognizes student differences and provides for activities uniquely suited to students with special needs.

5.05 To what extent is individualized as well as group instruction provided?

3	1	3	5
☐ Not applicable	☐ No individualized instruction and difficult to adapt.	☐ Individualized instruction.	☐ Individualized and group provisions.

5.06 To what extent does the material relate to the interests of the target age group as well as the variety of interests within the group?

3	1	3	5
☐ Not applicable	☐ Low interest value	☐ High interest value but limited in scope (focus only on the contents presented).	☐ High and diverse interest value.

5.07 To what extent can various organizational patterns (i.e., large and small group instruction, open school, etc.) be followed? (Indicate in the margin at least two if applicable.)

3	1	3	5
☐ Not applicable	☐ No provisions	☐ Limited adaptability (2 or less).	☐ High level of adaptability (more than 2).

☐ TOTAL RAW SCORE FOR TASK 25-5.0

TASK 25-6.0 USER SUPPORT COMPONENTS

Successful use of material depends in part on the adequacy of its directional content and the background and level of skill of the user. Since many users of the materials may not be familiar with current career education principles and goals, these and requirements for their successful use should be clearly set forth.

The primary judgments to be made are the degree and/or adequacy of materials to stand alone. Ideally those responsible for assigning persons who are to use the material will match the competence of the users with the degree to which support components are provided.

6.01 To what extent are user directions provided?

3	1	3	5
☐ Not applicable	☐ None	☐ Limited to use by a person experienced with the content presented.	☐ Adequate for use by an inexperienced person as well as a person familiar with its content.

6.02 To what extent is background information provided?

3	1	3	5
☐ Not applicable	☐ None	☐ Incomplete and requires extensive study and other resources.	☐ Adequate for use without knowledge attained from prior experience or other resources.

6.03 To what extent are user strategies specified?

3	1	3	5
☐ Not applicable	☐ None	☐ Inadequate to guide an inexperienced user with alternatives for consideration.	☐ Sufficiently detailed to aid the user to assess alternative strategies.

6.04 To what extent are resource materials identified and referenced?

3	1	3	5
☐ Not applicable	☐ None	☐ Primary resources identified but not referenced.	☐ Resource materials are sufficiently detailed to enable the user to know resource materials required.

6.05 To what extent are additional training requirements for successful use of the material identified?

3	1	3	5
☐ Not applicable	☐ None, but necessary	☐ Vague, inconclusive and/or incomplete but nature and scope of performance outlined.	☐ Clear, concise statements of the minimum levels of proficiency required.

6.06 To what extent are directions for additional training provided?

3	1	3	5
☐ Not applicable	☐ None, but additional training is necessary.	☐ Inadequate for use without additional information and guidelines.	☐ Adequate for most additional training required without additional information and guidelines.

6.07 To what extent are training materials identified and provided?

3	1	3	5
☐ Not applicable	☐ None, but needed	☐ Materials are identified but not provided or are not adequate.	☐ Materials needed are identified and those provided are suitable.

6.08 To what extent are staffing patterns for use of the material identified?

3	1	3	5
☐ Not applicable	☐ None	☐ Alternative staffing patterns are suggested but no guidelines for their consideration provided.	☐ Alternative staffing patterns are suggested and guidelines for their consideration are set forth.

6.09 To what extent are the specific skills required for the user detailed?

3	1	3	5
☐ Not applicable	☐ None	☐ Skills identified are incomplete and/or in insufficient detail.	☐ Skills required of the user are identified and clearly detailed.

6.10 To what extent are performance goals of personnel using the material provided?

3	1	3	5
☐ Not applicable	☐ None	☐ Performance goals are insufficient to determine whether or not they have been achieved.	☐ Performance goals are adequate for determining whether or not and the degree to which they have been reached.

6.11 To what extent are performance criteria for personnel using the material specified?

3	1	3	5
☐ Not applicable	☐ None	☐ Performance criteria are inadequate for measurement.	☐ Performance criteria are adequate for determining the quality of performance of the user.

☐ TOTAL RAW SCORE FOR TASK 25-6.0

SUMMARY PROFILE SHEET

TITLE OF MATERIAL ____________________

DOCUMENT NUMBER ____________________ Project: Career Education Materials Selection

Maximum Points Possible	Task Number	Raw Score	Weight Factor	Weighted Total Points	5	10	15	20	25	30	35	40	45	50	55
50	25-3.0		2												
45	25-4.0		2												
35	25-5.0		1												
55	25-6.0		1												

☐ TOTAL POINTS FOR MATERIAL

280 TOTAL POINTS POSSIBLE

☐ EVALUATION SCORE

Below Minimum Score → EXIT 6

SIGN-OFF BY ASSESSOR

NAME: ____________________ DATE: ____________________

SIGN OFF

Material has not been validated ☐ → EXIT 7 Name: ____________________ Date: ____________________

Material has been validated ☐ Comments: ____________________

PROJECT TITLE: Career Education Materials Selection

TITLE OF MATERIAL: ____________________

DOCUMENT NUMBER: ____________________

SUMMARY EVALUATION:

EVALUATOR/DATE

PROJECT STAFF AND ACKNOWLEDGEMENTS

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